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ABSTRACT

The SERD (Social, Educational Research and Development, Inc.) Report, also known as "A Task Analysis of Library Jobs in the State of Illinois" (ED 040723) studies the problem of the proper utilization of library manpower from the viewpoint of the employee. The present report analyzes the data in the SERD Report and prepares proposals for an organizational model, job descriptions, training programs, and instructional materials for the support staff of a school library media center. In the analysis, library manpower was viewed in terms of its relationship to the following factors: community manpower resources, traditional employment requirements, the worker as a person, modernizing organizations, and needs of the future. (Related documents are LI 003 855, 003 856 and 003 858.) (SJ)

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PROPOSALS

for

AN ORGANIZATIONAL MODEL, JOB DESCRIPTIONS, AND TRAINING PROGRAMS

for

THE SUPPORTING STAFF OF SCHOOL LIBRARY MEDIA SYSTEMS,

Submitted by

M. Bernice Wiese

Based on A Task Analysis of Library Jobs in the State of Illinois. Social, Educational Research and Development, Inc., 1970. (ED 040 123)

LI 003 857

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ANALYSIS OF THE SERD REPORT

for

SCHOOL LIBRARY MEDIA SYSTEMS

INTRODUCTION--POINT OF VIEW

A Task Analysis of Library Jobs in the State of Illinois[1] provides another point of view in studying the problem of the proper utilization of library manpower, the point of view of the man-on-the-job who performs the occupational tasks in eighteen Illinois libraries. An analysis of what the man-on-the-job says he does should provide another dimension to understanding how the job gets done, what skills are basic in performing the tasks, what are the levels of difficulty and complexity, what kind of training is essential to help the worker develop library-related skills.

In evaluating the tasks and relating them to proposals for an organizational model, job descriptions, training programs, and instructional materials, it seemed important to consider relationships of library manpower as a whole to some other factors. Some significant factors are the available manpower resources in the community, traditional employment requirements of diplomas or degrees, consideration for the worker as a person, perpetuation of non-essential and outmoded methods of operation in some libraries, and challenges of our changing society affecting job requirements for the future.

MANPOWER RESOURCES IN THE COMMUNITY

How do needs for library manpower utilization and training relate to utilization of the manpower resources in the community? The codings and scalings in the task statements of the SERD Report provide information about the complexities of tasks and the amount of training time required for learning how to perform the tasks. These may serve as guides to indicate the utilization of manpower for low-level tasks requiring little education and also utilization of manpower for high-level tasks requiring considerable education and ability. Areas of service requiring specialized knowledge can also be identified in these tasks. These identifications

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[1] Social, Educational Research and Development, Inc. A Task Analysis of Library Jobs in the State of Illinois, Chicago, Social Educational Research and Development, Inc., 1970.

Note: This report will be referred to as the SERD Report in this study.

suggest possibilities for recruiting more personnel from the unemployed manpower labor pool and utilizing unskilled people, highly trained personnel skilled in other disciplines, and various minority groups. With unemployment on the increase, this recognition is important for everyone.

TRADITIONAL EDUCATIONAL REQUIREMENTS

Are the traditional employment requirements of degrees or diplomas valid for all jobs in libraries? Recently there have been articles written questioning the educational requirement of diplomas or degrees as standard employment practices and as basic factors for promotional opportunities.[1] It is interesting to find that the codings for training time in the SERD Report avoid the use of terms, such as diploma or degree, in defining the scale of ratings. The findings suggest that general educational experiences, which relate to specific occupational skills, should have special consideration in describing requirements for jobs. This puts the emphasis on how well the worker performs the tasks on the job with recognition that he does require training for the skills involved, whether they are learned in formal education or through experience and his own initiative. Degrees and formal education continue to have importance in giving professional staff the necessary general and professional knowledge. An up-to-date evaluation of jobs in terms of modern management practices may suggest flexibility in recognizing other educational factors for some occupation levels.

THE WORKER AS A PERSON

The statements on what the worker does and how he does it leaves one without much feeling for the worker as a human being. In our mechanized and computer society, the worker needs safeguards to prevent him from acting and feeling like another machine. It is important that training programs and supervising staff stress the value of the worker's contributions and furnish him with background knowledge and understanding of the total library services to make him feel that he is part of the library team and encourage him to take pride in his contributions. Some task statements refer to staff development programs and in-service training programs and it is hoped that these do consider the worker's personal development in addition to improving his skills. Proposals for training programs and instructional materials have included suggestions for continuing education and development of individual interests to partly care for these needs.

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[1] Kirk, Russell. "Experience Still Gets Nod as Best Teacher." The Sun (Baltimore, Md.) February 17, 1971, p. 11.

Kuhn, James W. "Would Horatio Alger Need a Degree?" Saturday Review, 54: No. 4:54-55+, January 23, 1971.

Roscow, Jerome M. "Human Resources: Retooling Our Manpower." Saturday Review, 54: No. 4:40-41+, January 23, 1971.

STREAMLINING AND MODERNIZING OPERATIONS

In working with the task statements it is difficult to reconcile some of the outmoded operations with modern library services without omitting the tasks and substituting ones not reported. Should these operations be perpetuated? Are some librarians adding to their manpower problems with these non-essential and/or outmoded methods? Can school libraries operate efficiently without using accession numbers and Cutter numbers? How much checking and rechecking and verifying is important in cataloging for efficient indexing of materials in school libraries or in any library? Are small libraries taking advantage of sources for printed catalog cards, instead of doing their own cataloging, when central processing services are not available? It is strongly recommended that libraries survey operational methods and streamline operations, as one means of reducing some of its work load. The question related to these methods is whether the training for the skills in this study will serve changes in methods of performing tasks in the foreseeable future.

LIBRARIES IN A CHANGING SOCIETY

Is the library staff trained for expanding services, creating new programs, and assuming new roles to meet the needs of a rapidly changing population? With so many task statements repeatedly referring to clerical and other routine library operations, one has the impression that the role of libraries is passive rather than dynamic. There are not enough descriptive task statements referring to programs and activities initiated by libraries related to services for ethnic groups, minorities, employed and unemployed groups, senior citizens, culturally deprived people, urban and rural problems, changing communities, and many other aspects of our changing society and its need for library services. It was specifically stated in the SERD Report that this was not an efficiency study, but one notes some significant omissions and wonders if the skills for tasks performed in today's libaries will carry over as adequate skills for manpower needs in the near future. Obviously this needs consideration in planning training programs.

An editing of task statements in the SERD Report to weed out repetitions referring to the same tasks might decrease the percentage of clerical tasks and create a more professional image of librarianship. Will this study lead to more supporting library jobs allowing more time for librarians to engage in more activities exploring the needs of the changing population and taking action to meet the needs?

OMISSIONS OF TASKS IN SCHOOL LIBRARIES

Approximately 400 out of 727 statements relating to tasks for school libraries describe clerical and technical routines. The concept of a multi-media center and media technology are represented with many statements describing ordering materials, operating equipment, using equipment and materials, technical assistance for radio and television studio productions, and video tape systems. Reading guidance programs for motivating reading interests and working with students with reading problems are

adequately covered, but little mention is made of guidance and motivation for listening and viewing audio-visual media for individual interests. Mention is made of participating in a curriculum meeting and subject department meetings, but more statements identifying subject areas and extent of involvement would be helpful in calling attention to professional activities.

None of the task statements described tasks performed in ordering, preparing, or using materials and equipment or development of projects involving funds from either Title I or Title II of the Elementary and Secondary Education Act. Except for one statement on preparing simple transparencies and some mention of photocopying and microfilming, little reference is made to the wide range of services in preparing materials for the teacher's use in the teaching program. These and other areas of activities and services need elaboration to counterbalance the numerous repetitions of statements about the same tasks. Part of the omission may be failure to report these activities and part may be related to the nature of this kind of study. If this study could report on the wide range of professional responsibilities, the information might supply ample support for adding both clerical and professional staff to a school library. However, the high percentage of clerical tasks required to operate a school library can also endorse the demand for more supporting staff to give the librarian time to further the educational demands for multi-media services on an expanding scale.

SUMMARY

These are a few of the significant factors which received some consideration in analyzing the data in the SERD Report and preparing the proposals for an organizational model, job descriptions, training programs, and instructional materials for the supporting staff of the school library media systems.

DESIGN FOR STRUCTURING JOBS

for

SUPPORTING JOBS IN SCHOOL LIBRARY MEDIA SYSTEMS

Examination of Task Statements

↓

Identification of Tasks
for
School Library Media Systems

↓

Sorting Tasks by Training Time
(Basic dimension for matrix)

↓

Development of Two-Dimensional Matrices

↓

Table 1 - Training time and GED: reasoning, mathematics, language
Table 2 - Training Time and Worker Functions: data, people, things
Table 3 - Training Time and Worker Instructions
Table 4 - Training Time and Task Environment

Development of Other Distribution Tables

↓

Table 5 - Training Time and Audio-visual Tasks
Table 6 - Training Time and Non-professional Tasks, Technical Tasks, Professional Tasks

↓

Analysis of Percentage Distributions for:

↓	↓	↓
Career Lattice	Job Descriptions for Supporting Jobs: Levels I, II, III	Curricula for Training Programs, Levels I, II, III
Training Time and GED	Worker Functions: Data, People, Things Significant	Worker Functions: Data, People, Things Significant
	Worker Instructions	↓
	Task Environment	Instructional Materials:
		Training Time and Worker Instructions

GUIDELINES

Significant areas for developing job descriptions, training programs, instructional materials based on distribution tables

	Level I Jobs	Level II Jobs	Level III Jobs
Training Time	3	5	6
GED	223 or 233	434	445
Functional Skills Data	*1-copying *2-comparing *5-compiling 6-analyzing	*1-copying 2-comparing 4-translating *5-compiling 6-analyzing	4-translating *6-analyzing 8-coordinating 9-negotiating
People	*1-taking instructions 2-exchanging information	*1-taking instructions *2-exchanging information 4-supervising	2-exchanging information 4-supervising *5-consulting
Things	1-handling 2-monitoring 3-servicing *4-operating 5-preparing/ set up	2-monitoring 3-servicing *4-operating 5-preparing/ set up 7-storage/ retrieval	*4-operating *5-preparing/ set up 6-storage/ retrieval
Worker Instructions	*1-tools, equipment, procedures specified--no variations 2-same as #1, but some leeway in methods and procedures	*2-same as col. 1 *3-same as col. 1 but refers to standard tools 4-service specified in manuals, memos, requests, but works out procedures and sequence	4-service specified in manuals, etc., but works out procedures and sequence *5-same as (4) but employs theory and has options 6-various services available--some creative use of theory

(continued)

*Highest percentages

GUIDELINES (continued)

Task Environment	*2-repetitive, short-cycle established procedures *3-doing things under specif. instruction--little independent action	*2-same as col. 1 *3-same as col. 1 4-plans entire activity 9-evaluates information	4-plans entire activity *7-influencing and informing people 9-evaluates 10-information

DESIGN FOR ANALYZING AND STRUCTURING DATA

SCHOOL OF LIBRARY MEDIA SYSTEMS

The method designed for analyzing and structuring data in this analysis is based largely on the traditional concept of staff utilization and work flow in school library media centers.[1] Many school library media centers are limited to one or two staff members, who must perform all functions, both clerical and professional, with or without the help of student and/or parent volunteers. One of the purposes of this analysis is to provide educational and library administrators with guidelines, which can be used to add supporting staffs to assist the professional staff. Wider utilization of middle level staff in performing non-professional tasks can support the librarian in developing more extensive, intensive, and meaningful services to meet the demands of changing curricula, to further wider use of all types of materials by students and teachers, and to participate more actively in educational programs and development of students.

To show greater utilization of supporting staff, it is necessary to broaden the base for job structures by working in terms of the school library media system, which will comprise the district media center and all of the individual school library media centers in a system, district, or region. From this point of view, administrators can review the levels of complexity of tasks performed by supporting and professional staff and develop a staff organization for the best utilization of school library manpower.

The goals of the educational program and the size of the individual school will be two of the guidelines in making adaptations for staffing. Even small one-man school library media centers can use these identifications of non-professional tasks.

The tasks in each job category have been clustered by significant orientation to data, people, or things. This arrangement presents an overview of the functional skills required for the work and a different method of interpreting job assignments. An alternate arrangement by functional areas[2] has also been submitted. Looking at the jobs from these points of view may be significant for rearranging some job assignments for more efficient utilization of manpower.

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[1] Since several terms were used in the tasks statements for school libraries, it was decided to adopt a term that would express the modern concept of school libraries and also avoid confusion of terms. School library media center and school library media system seemed appropriate. These terms are used in the School Library Manpower report on occupational definitions.

[2] See Appendix.

DESIGN FOR ANALYZING AND STRUCTURING THE DATA

The following design was used in analyzing the data:

1. 727 tasks relating to functions in school library media systems were sorted out. Such words as learning center, high school RMC, and ES library identified some of the tasks. Others were selected which had no identifying words, but were tasks common to most libraries. The selected tasks represented both supporting and professional tasks to aid in developing a career lattice for a school library media system and to use as needed for reference, for an overall picture, etc.

2. Training time was chosen as the basic dimension for evaluating tasks. Other factors selected to compare and relate to training time were general educational development (reasoning, mathematics, language), worker functions (data, prople, things), worker instructions, and task environment.

3. Each task was evaluated in terms of these five factors and in terms of the correlation and interrelation of the scalings. Disagreements with the SERD codings were noted, but no changes made in scalings at this stage in the analysis.

4. Two-dimensional matrixes were developed to identify areas of correlation of training time with each of the other four factors and to point up significant areas of skills and knowledge. (See Tables 1, 2, 3, and 4). All of the original SERD scalings were maintained to show how management analysts viewed the levels of complexity of tasks in library situations.

5. Tasks related to audio-visual materials, equipment, services, and programs were sorted to determine the kind of task for a specialized job in media technology for the supporting staff (see Table 5). The functional area codings in SERD for cataloging and processing tasks provided sufficient information for considering specialized tasks in this area.

6. Tasks relating to knowledge and training in technical library skills and graduate library training were sorted to aid in decisions on recoding training time for some tasks and also for guidance in developing suggestions for training programs.

7. An analysis was made of the statistical tables and the implications for career lattices, job descriptions, training programs, and instructional materials.

PROFESSIONAL STAFF NOT IN THIS REPORT

Parts of the report include statistics and comments referring to the professional jobs, where it is considered essential for the staff

as a whole. However, proposals have not been made for professional jobs and training. A very comprehensive manpower analysis study has been made by the School Library Manpower Project.[1] It is recommended that the report on this study and the statements of occupational definitions[2] for school library media personnel be consulted for professional jobs. The definitions do not cover library clerks.

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[1]School Library Manpower Project. School Library Personnel Task Analysis Survey. Special Report of Research Division of the National Education Association. Chicago, Ill.: (American Association of School Librarians) American Library Association, 1969.

[2]School Library Manpower Project. Occupational Definitions for School Library Media Personnel. Chicago, Ill.: (American Association of School Librarians) American Library Association, 1971.

CLUSTERING TASKS FOR SUPPORTING STAFF

The distribution of tasks in Tables 1 and 3 comparing training time with general educational development and worker instructions show the clustering of tasks on levels, which suggest that three levels of jobs are feasible for the supporting staff in school library media systems. The tasks in Training Time 1, 2, and 3 show 91% of them require skills on the two lowest levels of reasoning, 34.9% require skills on the two lowest mathematical levels, and 67.9% require language skills on the three lowest levels. 52% of the tasks do not apply to mathematical skills. The worker instruction levels show a high concentration on the two lowest levels, 96.8%. The volume and nature of the tasks related to low-level skills and the same type of instruction justify the combination of 146 tasks for library clerks on Level I.

Tasks in Training Time 4 and 5 also seem compatible in reasoning, mathematics, language, and worker instruction, even though they are distributed on a wider range of levels. 98.5% of the tasks can be performed with reasoning skills on the second, third, and fourth levels, 86.1% can be performed with mathematical skills on the second and third levels, 94.8% can be performed with language skills on the third or fourth levels.

Instructional levels for Training Time 4 and 5 show 39.2% for level two and 27.5% for level three. The nature and scope of the tasks on Training Time 4 and 5 supported by the high percentage of tasks concentrated on a few levels justify a Level II category of jobs for performing higher level clerical tasks.

The third level for the supporting staff is Level III for the 149 tasks in Training Time 6. These tasks require technical skills on a higher level of reasoning, 67.1% on level four; higher levels of mathematics, 50.3% on level three; and higher levels of language, 61.8% on level five. Level III is a middle level job requiring more complex skills and technical knowledge than the tasks for library clerks and less educational background knowledge and professional training than the tasks in Training Time 7 and 8 for professional staff.

These three job levels will serve as the framework for developing an organizational pattern for school library media systems and for developing proposals for training programs and materials of instruction. The three levels are for the supporting staff of school library media systems. Tasks for professional jobs on Levels IV, V, and VI in Training Time 7 and 8 plus those recoded from Training Time 6 are not included in this report.

TABLE 1--DISTRIBUTION OF TASKS FOR SCHOOL LIBRARY MEDIA SYSTEMS BY TRAINING TIME AND GENERAL EDUCATIONAL DEVELOPMENT

	Supporting Tasks Training Time											
GED	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Reasoning												
A-1	46	100.0	7	58.4	23	26.1	76	52.0	1	.6		
A-2			5	41.6	52	59.2	57	39.0	46	27.5	3	2.8
A-3					13	14.7	13	9.0	110	65.9	37	35.0
A-4									10	6.0	63	59.4
A-5											3	2.8
A-6												
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	106	100.0
MATHEMATIC												
B-1			3	25.0	5	5.5	8	5.5	4	2.4		
B-2			2	16.7	41	46.6	43	29.4	37	22.2	18	17.0
B-3			1	8.3	17	19.4	18	12.3	114	68.3	68	64.2
B-4									1	.6	13	12.2
B-5					1	1.2	1	.7			2	1.8
B-6												
B-7												
*DIA B-8	46	100.0	6	50.0	24	27.3	76	52.1	11	6.5	5	4.3
TOTALS	46	100.0	12	100.0	88	100.0	145	100.0	167	100.0	106	100.0
Language												
C-1	1	2.1	7	58.3			8	5.7				
C-2			2	16.7	33	37.5	35	23.9	5	3.0		
C-3			3	25.2	53	60.2	56	38.3	127	76.0	13	12.2
C-4									33	19.8	87	82.1
C-5											6	5.7
C-6												
*DIA C-7	45	97.9			2	2.3	47	32.1	1	.6		
C-8												
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	106	100.0

*DIA-Does not apply

Green underlining indicates levels of 22% or more of the tasks in each training time level and shows correlation of GED with training time.

						Professional Tasks - Training Time									
TT 4,5 TOTALS		TT 6		TT 1-5 TOTALS		TT 7		TT 8		TT 7,8 TOTALS		TT 1-8 TOTALS	
NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1	.4			77	13.5							77	10.6
49	17.9			106	18.7							106	14.6
147	53.8	6	4.0	166	29.2							166	22.8
73	26.8	100	67.1	173	30.5	24	19.7	1	2.7	25	15.7	195	27.0
3	1.1	43	28.9	46	8.1	93	76.2	15	40.6	108	67.9	154	21.1
						5	4.1	21	56.7	26	16.4	26	3.4
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0
4	1.4			12	2.1							12	1.7
55	20.1	14	9.5	112	19.8	2	1.6			2	1.3	114	15.7
182	66.7	75	50.3	275	48.3	38	31.2	2	5.5	40	25.1	315	43.3
14	5.2	36	24.1	50	8.8	20	16.3	4	10.8	24	15.1	74	10.2
2	.7	16	10.8	19	3.4	52	42.7	26	70.2	78	49.1	97	13.3
						7	5.7	4	10.8	11	6.9	11	1.5
16	5.3	8	5.3	100	17.6	3	2.5	1	2.7	4	2.5	104	14.3
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0
				8	1.4							8	1.1
5	1.9	2	1.3	42	7.4							42	5.8
140	51.2			195	34.5							195	27.0
20	43.6	50	33.6	170	29.9	2	1.6			2	1.3	172	23.6
6	2.2	92	61.8	98	17.3	88	72.2	8	21.7	96	60.3	194	26.7
		5	3.3	5	.9	32	26.2	29	78.3	61	38.4	66	9.1
1	.4			48	8.4							48	6.6
1	.4			1	.1							1	.1
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0

TABLE 2---DISTRIBUTION OF TASKS FOR SCHOOL LIBRARY MEDIA SYSTEMS BY TRAINING TIME AND WORKER FUNCTIONS

	Supporting Tasks Training Time											
	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Data A-1	5	10.9	2	16.7	19	21.6	26	17.8	42	25.1	7	6.6
A-2	6	13.1	2	16.7	30	34.1	38	26.0	35	21.0	11	10.3
A-3					4	4.5	4	2.7	9	5.4	2	1.9
A-4					3	3.5	3	2.1	12	7.2	18	17.9
A-5	2	4.3			12	13.6	14	9.6	38	22.8	14	13.2
A-6			1	8.3	5	5.7	6	4.1	7	4.2	22	20.7
A-7					1	1.1	1	.7	2	1.2	12	11.3
A-8					2	2.3	2	1.4	6	3.5	13	12.4
A-9									4	2.4	7	6.6
A-10												
*DNA A-11	33	71.7	7	58.3	12	13.6	52	35.6	12	7.2		
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	106	100.0
People B-1			3	25.0	21	23.8	24	16.4	30	18.0	7	6.6
B-2	6	13.1			10	11.3	16	11.0	27	16.1	20	18.8
B-3									2	1.2		
B-4					3	3.5	3	2.0	8	4.8	27	25.4
B-5					1	1.1	1	.7	3	1.8	13	12.4
B-6											2	1.9
B-7												
*DNA B-8	40	86.9	9	75.0	53	60.3	102	69.9	97	58.1	37	34.9
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	106	100.0
Things C-1	9	19.5	2	16.7	14	16.0	25	17.1	4	2.4	1	.9
C-2	1	2.1	3	25.0	10	11.3	14	9.6	4	2.4	4	3.8
C-3	11	23.9	1	8.3	1	1.1	13	8.9	3	1.8		
C-4	17	36.9	5	41.7	36	40.8	58	39.7	76	45.6	30	28.3
C-5	7	15.5	1	8.3	11	12.5	19	13.0	16	9.5	25	23.5
C-6	1	2.1					1	.7				
C-7					14	16.0	14	9.6	56	33.5	26	24.5
*DNA C-8					2	2.3	2	1.4	8	4.8	20	18.9
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	106	100.0

*Does not apply

Green underscoring indicates 20% or more tasks on that level. The large number of tasks which do not relate to data and people and the wide distribution in various categories make correlation less evident.

						Professional Tasks Training Time									
TT 4,5 TOTALS		TT 6		TT 1-6 TOTALS		TT 7		TT 8		TT 7,8 TOTALS		TT 1-8 TOTALS	
NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
49	18.0	1	.6	76	13.4							76	10.5
46	16.8	1	.6	85	14.9							85	11.7
11	4.0			15	2.7							15	2.0
30	11.0	21	14.1	54	9.4	3	2.4			3	1.9	57	10.6
52	19.1	7	4.7	73	12.9	4	3.2			4	2.5	77	19.7
29	10.6	62	41.6	97	17.1	41	33.6	5	13.4	46	28.9	143	3.6
14	5.1	5	3.3	20	3.5	6	5.0			6	3.7	26	8.1
19	7.0	23	15.5	44	7.8	13	10.7	2	5.6	15	9.4	59	14.8
11	4.0	28	19.0	39	6.7	45	36.9	24	64.8	69	43.4	108	2.2
						10	8.2	6	16.2	16	10.0	16	9.0
12	4.4	1	.6	65	11.4							65	7.3
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0
37	13.5	6	4.0	67	11.8	3	2.4			3	1.9	70	9.6
47	17.2	26	17.4	89	15.7	42	34.4	9	24.3	51	32.1	140	19.3
2	.8	5	3.3	7	1.2	3	2.5			3	1.9	10	1.4
35	12.8	30	20.1	68	12.0	23	19.0	6	16.2	29	18.2	97	13.3
16	5.8	47	31.6	64	11.3	16	12.8	2	5.5	18	11.3	82	11.3
2	.8	2	1.3	4	.7	12	10.0	10	27.0	22	13.8	26	3.6
						10	8.2	3	8.1	13	8.2	18	2.4
134	49.1	28	19.0	264	46.5	13	10.7	7	18.9	20	12.6	284	39.1
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0
5	1.8	2	1.3	32	5.6	1	.8			1	.6	33	4.5
8	3.0	2	1.3	24	4.2	2	1.6			2	1.3	26	3.6
3	1.1			16	2.8							16	2.2
106	38.8	30	20.1	194	34.2	6	5.0			27	17.0	221	30.4
41	15.0	34	22.9	94	16.6	47	38.5	21	56.7	47	29.6	141	19.4
				1	.1	1	.8			1	.6	2	.3
82	30.0	27	18.2	123	21.7	10	8.2			10	6.3	133	18.3
28	10.3	54	36.2	84	14.8	55	45.1	16	43.3	71	44.6	155	21.3
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0

TABLE 3--DISTRIBUTION OF TASKS FOR SCHOOL LIBRARY MEDIA SYSTEMS BY TRAINING TIME AND WORKER INSTRUCTIONS

	Supporting Tasks Training Time									
WORKER INSTRUCTIONS	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1	43	93.4	8	66.6	48	54.5	99	67.8	18	10.8	4	3.8
2	3	6.5	4	33.4	38	43.2	45	30.8	92	55.1	15	14.2
3					1	1.15	1	.7	46	27.5	29	27.3
4					1	1.15	1	.7	10	6.0	42	39.7
5											13	12.8
6											3	2.8
7									1	.6		
8												
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	105	100.0

TABLE 4--DISTRIBUTION OF TASKS FOR SCHOOL LIBRARY MEDIA SYSTEMS BY TRAINING TIME AND TASK ENVIRONMENT

TASK ENVIRON- MENT	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1									3	1.8		
2	46	100.0	9	75.0	1	1.1	56	38.3	103	61.7	15	14.2
3			2	16.7	65	72.7	67	45.9	38	22.8	25	23.6
4					15	17.1	15	10.3	7	4.2	21	19.8
5					2	2.3	2	1.4	2	1.2	1	.9
6									1	.6		
7					1	1.1	1	.7	1	.6	13	12.2
8												
9					1	1.1	1	.7			7	6.6
10			1	8.3			1	.7	3	1.8	18	17.0
11									3	1.8		
12					3	3.5	3	2.0	6	3.5	6	5.7
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	105	100.0

Green underlining shows significant levels of 15% or more and it also correlation of training time and worker instructions in Table 3.

Professional Tasks
Training Time

TT 4,5 TOTALS NO.	%	TT 6 NO.	%	TT 1-6 TOTALS NO.	%	TT 7 NO.	%	TT 8 NO.	%	TT 7,8 TOTALS NO.	%	TT 1-8 TOTALS NO.	%
22	8.0			121	2.3							121	16.6
107	39.2	1	.6	153	27.0							153	21.1
75	27.5	6	4.0	82	14.4							82	11.3
52	19.1	28	18.8	81	14.3	4	3.3			4	2.5	85	11.7
13	4.8	61	40.9	74	13.0	17	14.0			17	10.7	91	12.5
3	1.1	42	28.2	45	7.8	60	49.1	5	13.6	65	40.9	110	15.1
1	.3	8	5.5	9	1.6	33	26.2	16	43.2	49	30.8	58	8.0
		3	2.0	3	.5	8	7.4	16	43.2	24	15.1	27	3.7
273	100.0	149	100.0	568	100.0	37	100.0	37	100.0	159	100.0	727	100.0

TABLE 4

TT 4,5 TOTALS NO.	%	TT 6 NO.	%	TT 1-6 TOTALS NO.	%	TT 7 NO.	%	TT 8 NO.	%	TT 7,8 TOTALS NO.	%	TT 1-8 TOTALS NO.	%
3	1.1			3	.5							3	.4
118	43.2	3	2.0	177	31.2							177	24.3
63	23.1	7	4.7	137	24.2	3	2.4			3	1.9	140	19.3
28	10.3	24	16.2	67	11.8	14	11.4	3	8.1	17	10.7	84	11.6
3	1.1	4	2.7	9	1.6	1	.8			1	.6	10	1.4
1	.3	2	1.3	3	.5	2	1.6			2	1.3	5	.7
14	5.1	44	29.5	59	10.4	12	10.0	5	13.5	17	10.7	76	10.5
		1	.6	1	.1	2	1.6	2	5.5	4	2.5	5	.7
7	2.6	27	18.2	35	6.2	60	49.1	18	48.6	78	49.1	113	15.5
21	7.7	29	19.4	51	9.0	22	18.1	8	21.6	30	18.9	81	11.1
3	1.1	4	2.7	7	1.2	6	5.0			6	3.7	13	1.8
12	4.4	4	2.7	19	3.3			1	2.7	1	.6	20	2.7
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0

TABLE 5--DISTRIBUTION OF TASKS FOR SCHOOL LIBRARY MEDIA SYSTEMS BY TRAINING TIME AND MEDIA TECHNOLOGY TASKS*

	Supporting Tasks Training Time											
	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
MEDIA TECH. TASKS	13	28.3	4	33.3	23	27.2	40	27.2	55	32.9	28	26.4
TOTAL TASKS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	105	100.0

*Includes print and non-print materials and equipment, services and programs

TABLE 6--DISTRIBUTION OF TASKS FOR SCHOOL LIBRARY MEDIA SYSTEMS BY TRAINING TIME AND TASK RELATIONSHIPS TO PROFESSIONAL AND TECHNICAL TRAINING

	Supporting Tasks Training Time											
TECHNICAL OR PROF. TRAINING	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
NONE	46	100.0	12	100.0	88	100.0	146	100.0	133	79.7	50	47.3
TECHNICAL									34	20.3	48	45.2
PROF.											8	7.5
TOTALS	46	100.0	12	100.0	88	100.0	146	100.0	167	100.0	105	100.0

TABLE 7--DISTRIBUTION BY TRAINING TIME

	Supporting Tasks Training Time											
	TT 1		TT 2		TT 3		TT 1,2,3 TOTALS		TT 4		TT 5	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	46	6.3	12	1.7	88	12.1			167	23.0	105	14.8

Professional Tasks

TT 4,5 TOTALS NO.	%	TT 6 NO.	%	TT 1-6 TOTALS NO.	%	TT 7 NO.	%	TT 8 TOTALS NO.	%	TT 7,8 NO.	%	TT 1-8 TOTALS NO.	%
83	30.5	59	40.0	182	32.0	33	27.8	5	13.5	38	23.0	220.	20.9
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0

TABLE 6

TT 4,5 OTALS NO.	%	TT 6 NO.	%	TT 1-6 TOTALS NO.	%	TT 7 NO.	%	TT 7 NO.	%	TT 7,8 TOTALS NO.	%	TT 1-8 TOTALS NO.	%
183	67.0	58	39.0	387	68.0	12	9.9	1	2.7	13	8.2	400	55.0
82	30.1	60	40.2	142	25.0							142	19.5
8	2.9	31	20.8	39	7.0	110	90.1	36	97.7	146	91.8	185	25.5
273	100.0	149	100.0	568	100.0	122	100.0	37	100.0	159	100.0	727	100.0

TABLE 7

TT 4,5 TOTALS No.	%	TT 6 NO.	%	TT 1-6 TOTALS	TT 7 NO.	%	TT 7 NO.	%	TT 7,8 TOTALS	TT 1-8 TOTALS NO.	%
		149	20.5		122	16.7	37	5.1		727	100.0

A CAREER-LATTICE ORGANIZATIONAL MODEL

for

SCHOOL LIBRARY MEDIA SYSTEMS

CAREER-LATTICE OPPORTUNITIES

The Career-Lattice classification scheme for school library media systems may serve as a pattern for developing a job scheme in a school library media system. It has been based on the task statements in the SERD Report and adapted to the career-lattice plan in the statement of policy adopted by the Council of the American Library Association in 1970.[1] The arrows indicate opportunities for moving from one job to another on the same level, if the worker has the required skills, training, and abilities. This scheme also indicates a career ladder for advancement from one level to a higher level for the worker, who has the required training, experience, and demonstrated abilities. Avenues are open for a member of the supporting staff on any of the three levels, who has obtained the required qualifications, to eventually become eligible for a professional position.

Levels I and II are supporting jobs. Level I is for clerical workers who perform library-related low-level tasks. Level II is for clerical workers who perform clerical and library-related tasks on a higher level, which necessitates some pre-employment training in the clerical skills. Two job levels are designated for the clerical staff for school library media systems in order to make career opportunities more significant in systems with limited staffs.

Level III is also a supporting job, but as the top job for supporting staff, it is the middle-level job in the total staffing pattern. This is the position for workers who can perform tasks, which require technical skills and more background knowledge and understanding of theories of the functions of school library media services. Pre-employment training in a formal program is an asset, but may not be a compulsory requirement for employment.

Levels I, II, and III provide career ladders for the supporting staff.

Levels IV, V, and VI provide career opportunities for the professional staff, when individual school library media centers have more than one professional position and/or school library media systems offer centralized services and opportunities for administrative leadership.

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[1] Library Education and Manpower, Statement of Policy, adopted by the Council of the American Library Association, June 30, 1970. Office of Education, American Library Association, 1970.

MODIFICATIONS AND ADJUSTMENTS

The Career-Lattice classification scheme can be expanded, modified, or adjusted to fit the size and needs of an individual school library media center or an individual school library media system.

Small schools:

Adjustments can be made by combining the tasks of Level I and Level II for Library Clerk-General Media Services with the qualifications for the Level II position. Another adaptation can be made by combining the tasks of two Level II jobs, those for Library Clerk-General Media Services with those of Library Clerk-Media Technology Services. Combining the tasks of the two jobs on Level III is another adaptation.

It is not efficient or economical to combine the tasks of jobs on Level III with either Level I or Level II. Such a combination requires a worker with higher level skills and knowledge to perform too many low-level tasks.

No supporting staff member is a substitute for a professional librarian with an extensive background in general education and training in librarianship. Combining tasks for supporting jobs with tasks on professional levels is not recommended. Small schools can make adjustments by combining the tasks of the two job categories on Level IV or the job categories on Level IV and Level V.

Large schools:

Combinations similar to those mentioned for small schools can be made by school library media centers that are neither too small nor too large. Centers with large staffs may serve an educational program requiring an expansion of these job categories. The task statements in the SERD Report did not identify tasks in some areas of service, which are included in other school library media systems. Column two is the specialist ladder. Jobs for specialists, other than media technologists, can be added on this level with qualifications for the special discipline. Jobs for more technical assistants with specialized training in graphics, media production, etc., can be added to Level III.

Media systems:

School library media systems vary in size and services. The job levels in column three may need one or two subdivisions on Levels I or II to provide promotional inducements for library clerks in the processing center with a large volume of work. A business manager may be feasible on Level III or Level IV for large processing systems. Media districts which include resource services to school library media centers will need a position on Level IV or Level V for coordinators, consultants, or supervisors. Task statements in the SERD Report did not include these services, which are available in some media systems.

Other adaptations:

Titles of positions need to be adjusted to correspond with the classification pattern of an individual school system.

Other types of libraries, especially small libraries, may find this modification of the ALA career-lattice plan of some help in their review of their staff classification needs.

The Open University

The following is taken from the British Record, issued by British Information Services:

Britain's university enrollment of first year students shot up by 50 per cent in January when 25,000 men and women over 21 started studying for a B.A. degree through Britain's Open University. Called the Open University because it is open to anyone in Britain over the age of 21, its aim is to provide the opportunity of obtaining a degree comparable in standard to those awarded at other universities in Britain to adults who can undertake systematic part-time study.

Instruction is a unique blend of correspondence course integrated with television and radio broadcasts, individual tutoring and additional facilities at 250 study centers throughout the country.

More than 42,000 applications were received for the first academic year which started in January, and 22,000 students are enrolled in its foundation course. The students range from those in the professions and arts to housewives, clerical workers, shopkeepers, factory workers, prisoners and members of the armed forces, fire brigade and police.

• • •

Founded by a Royal Charter in June, 1969, the university is based on a 70-acre site in the new city area of Milton Keynes in North Buckinghamshire, where a staff of some 350 academics, educational technologists and administrators form the nucleus of the teaching staff. Additional full-time and part-time staff of regional directors, student counselors and assistants are located around the country.

The university is concentrating its work initially on its first degree —Bachelor of Arts (B.A.), which is to be awarded to students studying arts-based or science-based subjects. Starting in January, four foundation courses are being produced in mathematics, humanities, science and "understanding society"; second level courses will begin in 1972, as well as a foundation course in technology.

Courses are based on the calendar year. It is estimated that the average student will need to devote at least 10 hours a week to study for the 37 weeks during which postal, radio and TV tuition is provided. The remainder of the year will be taken up with examinations, a summer school and advising students on their next year's course.

Degrees will be awarded on the basis of credits for the successful completion of courses, six credits being required for an ordinary degree, eight for an honors degree. In any one year students can take either one or two full credit courses.

The work is divided into units of one week, each unit including broadcast and correspondence work. Courses are designed by teams within each faculty and not by individual academics, thus allowing greater flexibility and the interchange of ideas.

The university has produced specially written course materials; about ten packages are sent to students during a ten-month period. They contain books, study notes, problem sheets, further reading suggestions, and on occasion slides and tapes and such novel features as home laboratory kits for science students.

• • •

Each student is assigned a course tutor to whom he sends his written work for marking and grading and whose assessment will be taken into account when credits are awarded. Students will also have an annual written examination. In an effort to overcome the isolation which is often felt by those taking correspondence courses, students will be expected to attend a summer school of up to two weeks. Furthermore, at local centers equipped with radio and television receivers, students will also be able to take part in discussions after programs and receive tutorial assistance.

Costs for the student are low. The cost of a degree to the student will depend on how many years he takes in collecting his credits and how long he spends at the summer school; it will vary between about $350 and $450. Many students are receiving financial help from local education authorities or their employers.

The cost to the nation is also low; Open University graduates will cost around one-third that of the conventional university student. A maximum of $14.9 million for the Open University's capital development program compares favorably with capital costs of $36 to $45 million for a modern conventional university of some 5,000 students, as does an anticipated net operational outlay of $14 million a year.

Overseas interest in the Open University is mounting. Officials from 23 different countries visited the headquarters at Milton Keynes in 1970 before the university even started its courses.

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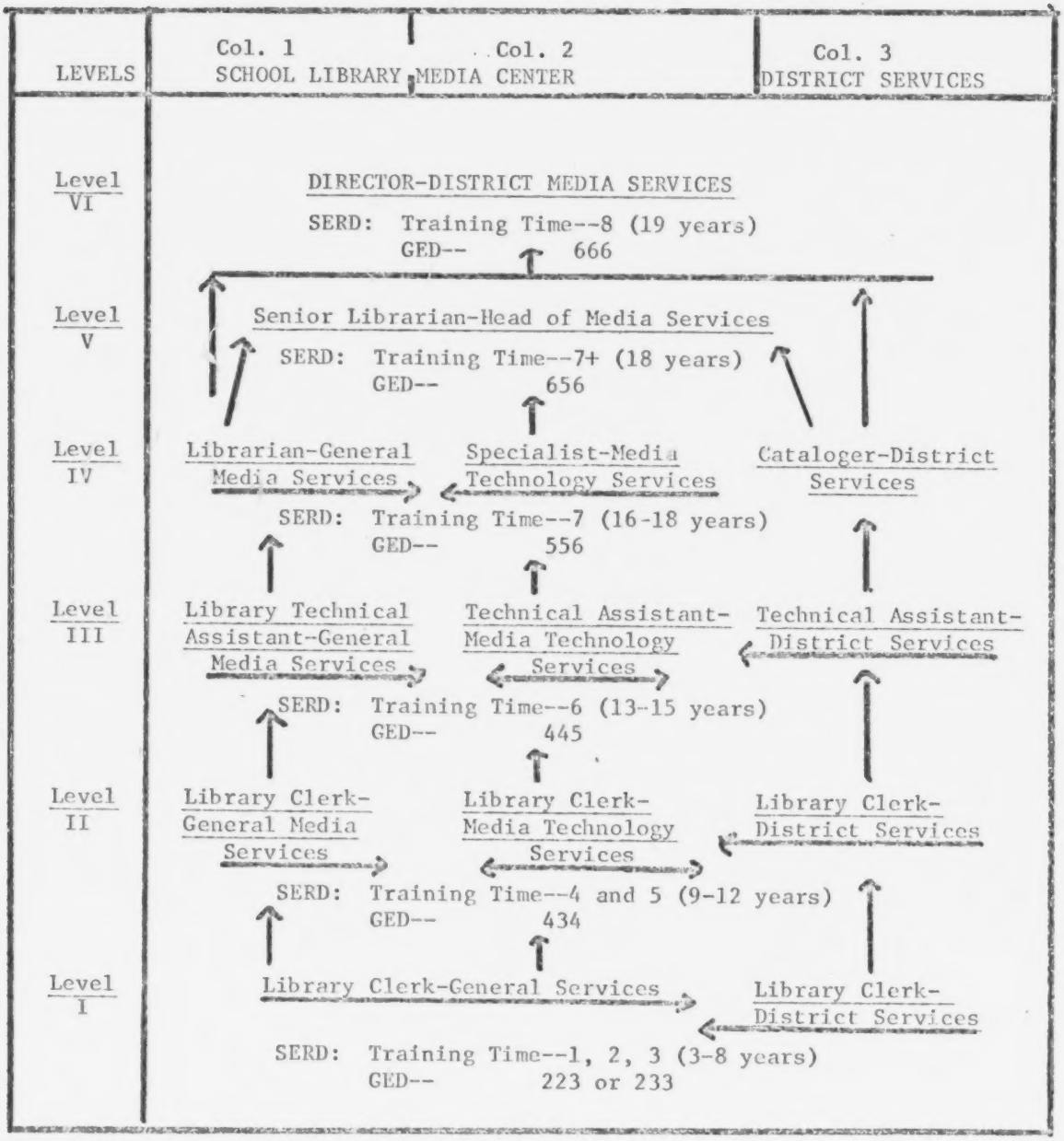
CHART A--A CAREER-LATTICE ORGANIZATIONAL MODEL FOR SCHOOL LIBRARY MEDIA SYSTEMS



JOB DESCRIPTIONS FOR SUPPORTING STAFF

for

SCHOOL LIBRARY MEDIA SYSTEMS

Each of the three job levels for the supporting staff has a section relating to the level as a whole and a section for each of the individual types of jobs. The first part explains the need for the job, its relation to the professional jobs, and the requirements for education and desirable characteristics. These requirements have been kept flexible to permit consideration of people who have potential and who are trainable for supporting jobs, but may not have diplomas and degrees. The SERD description of training time has been retained. In this section a paragraph or two has been included to show the opportunities for career advancement and lateral transfers to other jobs on the same level. The significant areas of GED, worker functions, worker instruction, and task environment are submitted with the general requirements for a further dimension in evaluating skills required to perform the tasks for the job.

The individual descriptions for the job describe briefly, the general areas of work activity and the type of instructions necessary to implement most of the tasks. The list of duties are the cluster of task statements listed in the SERD Report, which have been identified as ones which are commonly performed in school library media centers and processing centers, though all may not be performed in every media center. The tasks have been grouped for the significant functional skill oriented to data, people, or things. Though the one dominant area was selected for this report, it is possible and may be more significant to cluster tasks on the basis of two dominant areas, such as data and people, or data and things, or people and things.

During the clustering for these duties, the final weeding out of duplicates and changes in scalings were made. Some task statements were changed slightly as two similar task statements were combined. Some task statements were repeated for several jobs because the nature of the task required that it be performed on several jobs, such as opening the mail in the media center and also in the processing center. Several statements were rephrased because a task in the list indicated the action took place. For example, no task statement mentioned filing catalog cards above the rod by a clerk, but the task statement 0446 said "removes cards (for filing) from all new titles." Also the statement referring to a representative of the public library having a meeting with the school librarian was reversed to indicate that the media center librarian had the meeting with the public librarian.

There are still some repetitions due to phrasing of statements and combination of statements. In some cases it is necessary to interpret the verb carefully to recognize that the task is not a repetition, but a different phase of the same activity which involves many people on different levels. For example, one level instructs the clerk to open new books

and on a lower level the clerk opens the new books. The tasks are limited to the ones listed in the SERD Report, which does not include a number of tasks which are becoming more common in media centers and in large district offices with consultant staffs and many types of central services.

Looking at jobs from the point of view of significant orientation of tasks toward data or people or things, gives a new dimension to job descriptions for libraries. This may have value for systems in selecting and training workers to match the level of the skills required to accomplish the tasks successfully. It may have implications for the proper utilization of library manpower.

See the Appendix for an alternate plan for clustering tasks according to functional areas, which follows the traditional approach to job assignments.

SUPPORTING STAFF--JOB DESCRIPTIONS

for

SCHOOL LIBRARY MEDIA SYSTEMS

LEVEL I--2 positions

Library Clerk--General Services
Library Clerk--District Services

Need for Positions

All libraries have tasks requiring low-level skills in the acquisition, preparation, and circulation of materials and equipment. These tasks can be performed by a person with limited educational training. Large schools and a district processing center will have a volume of work for one or more clerks on this level. Small schools may need to combine the tasks on Level I and Level II with a wider range of activities varying in degrees of complexity and select a Level II position as the minimum entry level.

Providing Level I positions for the school library media center and the district office is both economical and efficient. It also offers opportunities for low-skilled workers in the community. Library clerks on this level will free other staff members on higher levels of minimum level routines and give them more time for tasks appropriate to their training and abilities. The result will be an expansion of services to students and teachers.

Career Opportunities

Level I provides a minimum entry level for the supporting staff. A worker may begin on either of the two Level I jobs and transfer laterally from one to the other, if he has performed satisfactorily on the first assignment.

Satisfactory performance plus further educational and in-service training may qualify the worker for advancement to any of the three Level II jobs:

Library Clerk--General Services
Library Clerk--Media Technology Services
Library Clerk--District Services

MINIMUM REQUIREMENTS

SERD Codings

3 Training Time: equivalent to 8th grade education

233 GED: Elementary reasoning and judgment to carry out detailed but uninvolved written or oral instructions

- Mathematics--3rd to 6th grade
- Language--6th to 8th grade reading ability

0214 Worker functions: levels and significant areas

- Data: comparing data and things
- People: taking instructions to carry out work orders
- Things: operating machines, objects, materials

2 and 3 Task environment: levels and significant areas

- Repetitive or short-cycle operations carried out according to established procedures

Educational Requirements and Abilities

1. General educational experiences through 8th grade
2. Ability to read and write on the general equivalence of the 6th to 8th grade
3. Ability to add, subtract, multiply, and divide, and perform arithmetic operations involving monetary units
4. Ability to alphabetize by first two letters of word and arrange items in number sequence

Desirable Characteristics

1. Willingness to learn
2. Sense of orderliness and accuracy
3. Neatness in work habits
4. Ability to take written and verbal instructions and to follow directions and procedures without deviations
5. Some interest in books, reading, and library resources for personal use

JOB DESCRIPTION--LIBRARY CLERK--GENERAL SERVICES--LEVEL I

The Library Clerk--General Services--Level I will perform minimum level tasks in preparing and maintaining materials for use; helping to keep the library and its materials in order; and assisting in the circulation of materials and equipment. Some of the tasks provide routine services to students and teachers.

All work is performed under supervision and most instructions are specific for the use of tools, equipment, and for procedures in performing tasks. Some tasks require skill for using several standard sources of library information.

Supervised by: Library Technical Assistant--Level III
or Librarian--Level IV

DUTIES

Data Significant Tasks

Skills for copying and coding:

1. Stamps date and title of newspaper or magazine article on clippings
2. Marks due dates for interlibrary loan titles
3. Completes photocopy request form

Comparing--checking, matching, etc.:

1. Identifies returned titles for reserves by noting identification symbol and sets book aside
2. Examines returned books for damages
3. Checks new AV equipment against purchase order

Computing:

1. Computes fines using fine chart and collects fines for overdue materials

Compiling--filing, classifying, etc.:

1. Inserts reserve slip in books and files alphabetically by last name of student
2. Files cards for circulated books each day
3. Files microfilm alphabetically by title
4. Files recommendations for purchase of AV equipment
5. Records student attendance

Analyzing, examining, selecting, reviewing, coordinating:

1. Checks inventory of AV materials and identifies materials requiring repairs

Level I continued

2. Checks developed microfilm for acceptability
3. Checks malfunctioning AV equipment and sets aside, if more than simple maintenance
4. Inspects by eye 8 mm films returned

People Significant Tasks

Taking instructions, helping, serving:

1. Schedules use of AV equipment and materials in classrooms
2. Checks out titles by removing cards and inserting date due cards
3. Assists K-1 children to sign names on checkout card to check out books

Exchanging information:

1. Attempts to identify child who has not properly completed book card by contacting classroom teacher

Consulting, instructing, treating, teaching, training:

1. Instructs elementary children in check-out system

Things Significant Tasks

Handling--moving, carrying, objects, books, materials:

1. Opens mail and stamps with date received
2. Separates returned books by fiction and non-fiction and places on "returned" cart
3. Moves titles to circulation desk from and to stacks
4. Places new books on special display table
5. Carries AV equipment from storage space to classrooms
6. Packages for return films from interlibrary loan

Monitoring--checking, standing by activity, object, etc.:

1. Inspects record discs for breaks, scratches, etc.
2. Monitors tape decks and calls technician when malfunctions occur

Servicing, performing simple repairs or adjustments:

1. Changes soiled plastic book covers as instructed
2. Reinforces pamphlets, booklets
3. Repairs torn pages in damaged books
4. Mends broken tape boxes, record albums, etc.
5. Cleans record discs by wiping with damp cloth

Level 1 continued

6. Splices tapes, filmstrips, etc.
7. Processes new filmstrips and tapes by attaching trailers and leaders
8. Repairs malfunctioning AV equipment, if simple
9. Makes minor splicing repairs to damaged films
10. Inserts magazines in plastic covers

Operating, controlling, starting/stopping, working machines, objects, materials:

1. Stamps date-due slips in books and date-due cards for next day
2. Clips marked newspaper articles, magazine articles, etc.
3. Cuts paper and card stocks of varying thicknesses using paper cutter
4. Answers supervisor's telephone
5. Operates automatic paper punch, automatic stapling machine, paper collator, film-cleaning machine, plastic laminator, microfilm reader printer, check-out machine at circulation desk, cardmaster, etc.
6. Checks films through film inspection machine
7. Checks in returned overdue books and materials and checks students' names off overdue list
8. Changes cartridge in input terminal to accommodate length of time book can be checked out
9. Operates input terminal on circulation desk
10. Produces photocopies of materials
11. Takes pictures of students and faculty for identification and of classroom activities
12. Produces negatives from black and white films
13. Inserts microfilm negative in microfilm machine to display negatives
14. Inspects for erasures by playing recording tapes
15. Operates splicing machine
16. Sets up and monitors AV equipment in library

Preparing/Set-up--getting equipment, materials, and facility ready for use:

1. Cleans office machines weekly--mimeograph, multilith, etc.
2. Cleans and maintains glueing machine
3. Performs housekeeping duties not performed by school custodian
4. Sets up daily date-due machine

Level I continued

5. Affixes ownership labels to AV materials
6. Inserts book card in books and sets books aside
7. Checks student loaded book carts to determine if books are stacked by fiction and non-fiction
8. Telephones other schools in system for AV materials and equipment requested by staff
9. Services office machines with paper, ink, toner, etc.
10. Removes cards (for filing) from all new titles

Storage/Retrieval:

1. Shelves fiction alphabetically by author's last name
2. Places specific AV materials requested by teachers on reserve shelf
3. Notifies supervisor when expected subscriptions do not arrive on time
4. Inserts pamphlets in binders for storage

NOTE: See tasks under Library Clerk--District Services--Level I for ordering and cataloging tasks, if the individual media center performs these tasks for new materials.

JOB DESCRIPTION--LIBRARY CLERK--DISTRICT SERVICES--LEVEL I

The Library Clerk--District Services--Level I will perform minimum level tasks in the district processing center. This is specialized work including checking receipt of new materials, preparing the materials for use, operating machines for reproducing catalog cards, filing order cards and catalog cards, and packing processed materials for distribution to school library media centers. All of these tasks are related to data and/or things.

All work is performed under supervision and most instructions are specific for the use of tools, equipment, and in procedures in performing tasks. Some tasks require skill for using several standard sources of library information.

Supervised by: Technical Assistant--District Services--Level III
or Cataloger--District Services--Level IV

DUTIES

Data Significant Tasks

Copying and coding:

1. Assigns accession numbers to all new print materials
2. Places identifying symbols, numbers, stamps, and marks on new books
3. Letters call number on non-print materials
4. Color codes new titles according to special characteristics
5. Separates book order requests from member library according to nature of order
6. Marks packed cartons with school number and delivery date
7. Records number of processed books to be mailed to each media center

Comparing--checking, matching, verifying:

1. Opens new books and materials and checks against original purchase order
2. Inserts original order card in new books
3. Examines book to determine type of spine-label required
4. Checks for classification cards for new titles
5. Locates cardmaster pre-printed library labels and packs in boxes with appropriate shipment
6. Checks LC proof slip date files for new fiction titles.

Level I continued

Compiling--filing, gathering, collating, sorts, batches:

1. Collates new books
2. Arranges new master cards into sets; removes one set for master file; rubberbands remaining sets and places in boxes
3. Sorts slips corresponding to master card sets
4. Separates by type, computer processed perforated catalog cards
5. Alphabetizes by title boxes of reproduced card sets
6. Sorts materials by schools and places on book trucks for delivery
7. Organizes master cards in sets according to established order and rubberbands each set
8. Assigns accession number, AV code number, school code number to all new nonprint materials

Coordinating:

1. Arranges for movement of boxes from packing room to delivery area

Things Significant Tasks

Handling--carrying and moving objects, books, materials

1. Opens mail and stamps with date due stamp
2. Sorts books by type of covering required
3. Places master catalog cards on templates for reproduction and removes cards and routes for refiling when completed
4. Sets fiction titles aside to be held for LC slip
5. Packages titles for shipment

Servicing:

1. Covers books with plastic covers
2. Shellacs over spine labels on new books
3. Sands cartons, boxes, etc., before glueing labels
4. Cuts reproduced catalog cards, sorts by types of card, and routes to batching

Operating:

1. Answers supervisor's telephone
2. Operates automatic paper punch, automatic stapling machine, paper collator, glueing machine, paper cutter, cardmaster
3. Places ownership stamp in designated places and accession number on new titles

Level I continued

4. Glues spine label on book and glues pockets in book
5. Prepares paperbacks for circulation by reinforcing spine with tape on cover
6. Produces catalog cards by multilith machine or photocopy equipment

Preparing/Set-up:

1. Cleans office machines weekly and replenishes with paper, ink, toner, etc.

Storage/Retrieval:

1. Shelves books alphabetically by first letter only

LEVEL II--3 Positions

Library Clerk--General Services
Library Clerk--Media Technology Services
Library Clerk--District Services

Need for Positions

There are many routine tasks on a higher level of complexity and reasoning than the tasks on Level I. These are basic to the efficient management of the school library media center and they support the service functions of the professional staff. The size and type of school and the organization of the school library media program will determine the number and type of Level II clerks needed in an individual school library media center. The increasing volume of non-print materials and equipment will require a full-time clerk for audio-visual support tasks in addition to the clerk for general services in large schools. The district processing center will need several clerks on this level depending on the number of schools served and the volume of materials handled in a year. Small schools may combine the tasks designated for the positions in general services and media technology services, if only one Level II position can be provided.

Career Opportunities

Providing clerical positions on more than one level of complexity creates opportunities for upward mobility and increases the incentive for workers to develop career interests in the field of school library services. Level II serves as the entry level for persons with the required qualifications and also for advancement for Level I clerks.

Making a transition laterally from one Level II job to another can be achieved with the help of on-the-job training.

Level III positions require more general knowledge and an understanding of the principles and theories of the required library tasks. The successful Level II worker will need additional formal education and courses or in-service training in library technical processes. With these requirements, the Level II worker may advance to any one of the three Level III supporting positions:

Library Technical Assistant--General Services
Technical Assistant--Media Technology Services
Technical Assistant--District Services

MINIMUM REQUIREMENTS

SERD Codings

5 Training time: equivalent to 11th to 12th grade education

Level II continued

434 GED: Reasoning to apply principles to solve practical problems and deal with a variety of concrete variables

- Mathematics--3rd to 6th grade
- Language--9th through high school

Worker functions: Levels and significant areas

1, 2, 4, 5, 6 - Data: Copying, coding, comparing, translating, compiling, and analyzing data

1, 2, 4 - People: 49% do not relate to people; remainder deal with taking instructions, exchanging information, supervising, etc.

4, 5, 7 - Things: 38.8% relate to operating equipment, remainder to preparing/setting-up things or storing and retrieving materials

2, 3, 4 Worker instructions: inputs and outputs are specified for most tasks, but for some, worker is allowed some freedom in procedures and will have instructions in manuals, etc.

2, 3 Task environment: levels and significant areas 43.2% of tasks are repetitive or short cycle and carried out according to established procedures; 23.1% require doing tasks with specific instructions

Educational Requirements and Abilities

1. General educational experience through the 12th grade
2. Ability to read on a 9th grade level
3. Ability to type accurately and with reasonable speed
4. Ability to interpret and carry out variety of instructions furnished in manuals, mathematical, or diagrammatic form
5. Ability to file in alphabetical order (through complete words) and in number sequence including decimals
6. Ability to perform bookkeeping tasks
7. Ability to operate office machines
8. Ability to operate audio-visual equipment and perform minor repairs on materials and equipment (for Media Technology Services)

Desirable Characteristics

1. Willingness to learn
2. Sense of orderliness, accuracy, and neatness
3. Ability to work harmoniously with people--students, teachers, and library staff
4. Interest in books and reading and in expanding his own knowledge

JOB DESCRIPTION--LIBRARY CLERK--GENERAL SERVICES--LEVEL II

The Library Clerk--General Services--Level II performs some tasks in the same areas as Level I clerks, but the tasks will be more complex and varied in nature. Some tasks in elementary media centers are less involved than those in secondary media centers. The tasks include circulating and distributing materials and equipment, ordering and processing materials (if these tasks are performed in the individual school), organizing, checking, and filing materials. Other types of duties are preparing simple lists, maintaining inventories, preparing purchase orders and typing tasks, such as letters, cards, orders, lists, etc. The Library Clerk also assists the professional staff in routine services to students and teachers.

All work is performed under supervision. Most instructions are explicit and described in manuals, memoranda, or oral and written requests and identify tools, equipment, and procedures. Some tasks require reference to standard sources for information and permit the worker to select procedures and sequence to perform the task. The worker may have opportunities to train and supervise student volunteers and Level I clerks. Most of the tasks are oriented to data and things and a few to people.

Supervised by: Library Technical Assistant--General Services --Level III
or Librarian--Level IV

DUTIES

Data Significant Tasks

Copying and coding:

1. Record rental orders and amounts in order book
2. Types purchase orders for titles sent to bindery
3. Writes identification symbol on book card for reserve books and materials
4. Writes author and publication data on request forms from standard tools
5. Types form letters for claiming undelivered magazines
6. Types forms, memos, and from dictation equipment
7. Types catalog cards to replace soiled ones in catalog
8. Makes corrections on typed stencils
9. Codes returned questionnaires for data processing

Comparing--checking, matching, examining, verifying, etc.:

1. Checks order cards submitted by teachers and staff and students for accuracy and completeness

Level II continued

2. Checks order files and catalog files to determine if ordered title is a reorder
3. Checks standard tools for information to prepare purchase order for new materials and/or verifies
4. Checks in returned AV materials and sends to examination clerk
5. Checks book card and pocket for matching before checking out materials
6. Checks renewal requests
7. Checks returned materials for overdue
8. Checks materials on shelf, in circulation, etc., against accession list for annual inventory
9. Compares catalogs against standard collection-building tools and notes titles not in collection
10. Verifies typed order slips before sending to purchasing
11. Checks orders received against original order list
12. Checks card titles of new titles and other materials to determine if titles are in catalog
13. Checks standard tools against damaged titles to determine if still available for purchase
14. Checks card and book pocket of returned materials and replaces card in book pocket
15. Checks card against fine file before checking out
16. Searches for correct book card when incorrect card has been placed in book
17. Reviews circulation files for overdue book, when student claims he has returned book, and checks stacks, too
18. Checks records, files, and other locations for missing materials
19. Checks card catalog and shelves, etc., to locate books for reserve
20. Checks for spine labeling, cards, pockets, etc., materials received from bindery and shelves
21. Checks with supervisor regarding specific photocopy limits for teachers

Computing:

1. Keeps disposition record of supplies
2. Maintains chronological account of expenditures for equipment, materials, etc., by category and cost items and keeps running total
3. Computes monthly report on fine income (by hand or machine)
4. Computes rental rates on order forms for rented materials and equipment

Level II continued

5. Adds processing cost and bills to media centers
6. Computes postage and insurance charges for mailing AV materials
7. Maintains daily, weekly, monthly statistical record of activities at circulation desk
8. Estimates replacement cost of lost book to charge student

Translating--placing information into different language, typing, etc.:

1. Writes information for orders for typist
2. Types form letter for principal's signature to notify parents of children with overdue books
3. Types mimeograph stencils
4. Sends form letter to jobber or publisher to explain rejection of titles
5. Takes dictation using shorthand or notehand, etc.
6. Completes form and sends notice to teacher for assistance in obtaining overdue book from student
7. Completes and forwards purchase order for materials to school business office for approval

Compiling--filing, classifying, etc.:

1. Compiles daily circulation record of books and AV materials
2. Reviews overdue books weekly and posts names of students with overdue books
3. Assigns budget account numbers for all new orders
4. Maintains Rol-o-dex index of each discipline
5. Maintains files for head librarian's office
6. Maintains newspaper clipping file of library publicity
7. Maintains inventory of equipment, including date, price, serial number, etc.
8. Maintains address files of publishers, jobbers, and suppliers
9. Maintains alphabetical file of cards for magazines containing title, date of subscription, receipt of each issue, etc.
10. Maintains file of comments of magazines reviewed, examined, and rejected
11. Files approved copy of purchase orders
12. Files suggestions from teachers for new materials
13. Files materials in vertical files
14. Files circulation cards

Level II continued

15. Files cards for interlibrary loan materials
16. Arranges titles by call number and places on book cart
17. Locates book card in circulation file and attaches reserve form
18. Arranges request forms in alphabetical order by author before searching for title
19. Updates bindery control file
20. Files catalog cards above the rod

Analyzing--selecting, reviewing, evaluating:

1. Examines title to determine if it needs mending or binding
2. Examines reserve form for completeness and quizzes student for additional information
3. Selects dust jackets for display on bulletin boards
4. Resolves overdue problem such as charging student for book in stacks
5. Submits orders involving unusual cost, incompleteness, rush requests, etc., to supervisor
6. Prepares list of works by one author

Organizing:

1. Reviews mail and allocates to staff
2. Sends verified accounts payable to head librarian for approval
3. Prepares list of titles to be discarded and submits to department heads for review and comments
4. Produces annual list of magazine subscriptions

Coordinating:

1. Schedules jobbers to display and demonstrate AV equipment for staff evaluation
2. Plans weekly work schedules for part-time clerical staff
3. Maintains weekly schedule of volunteer students

Planning:

1. Estimates number of date-due cards needed for next day
2. Maintains office supplies for media center

Level II continued

People Significant Tasks

Taking instruction, helping, serving:

1. Serves as personal secretary to head librarian

Exchanging information:

1. Requests teachers to provide list of books and materials for purchase from annual budget
2. Directs student to specific subject area locations
3. Refers student to professional staff to answer questions beyond his knowledge
4. Identifies students who are providing less than minimum services
5. Attends in-service training programs for self-improvement and professional purposes

Counseling, persuading, diverting:

1. Conducts book reading sessions with K-1 children

Supervising:

1. Supervises students shelving books
2. Assigns students to faculty members for intake interviews
3. Supervises and directs student volunteers in delivering and collecting materials from classrooms
4. Supervises replacement of books by students--alphabetical for fiction and numerical for non-fiction
5. Maintains discipline in elementary media center
6. Identifies unruly student and recommends denial of privileges, etc.
7. Identifies students not providing services and recommends dropping from list
8. Assigns duties to student volunteers
9. Supervises activities at circulation desk

Consulting, constructing, treating--teaching, training:

1. Assists K-2 children in finding books to read and/or borrow
2. Explains circulation regulations to students

Things Significant Tasks

Handling-moving, carrying objects, books, materials:

1. Stamps titles withdrawn from circulation and pulls and destroys catalog cards

Level II continued

2. Accepts gifts and sends to librarians for decisions to keep
3. Places requested titles on reserve shelf or desk

Operating, controlling, starting/stopping machines, objects, materials:

1. Operates electric adding machine and ditto machine
2. Sends magazines, etc., to bindery with instructions

Storage/Retrieval:

1. Shelves non-fiction books according to Dewey system
2. Participates in shelf-reading by examining shelves to determine if titles are properly placed

NOTE: See list of tasks for ordering, processing, and cataloging materials for Library Clerk--District Services---Level II, if individual media center handles these tasks.

JOB DESCRIPTION--LIBRARY CLERK--MEDIA TECHNOLOGY SERVICES--LEVEL II

The Library Clerk--Media Technology Services--Level II performs routine tasks related to the operation and use of audio-visual equipment and materials. These tasks include circulating, delivery, and monitoring the use of equipment, scheduling demonstrations, keeping records, and making simple repairs. Producing transparencies, operating a micro-reader printer, taking pictures, monitoring student response terminals, instructing students in the use of the tape recorder and other equipment are some of the media technology services performed by the clerk to assist the specialist in media technology or the librarian to implement media services and programs for students and teachers.

All work is performed under supervision. Most instructions are explicit and described in manuals, memoranda, or oral and written requests and identify tools, equipment, and procedures. Some tasks require reference to standard sources for information and permit the worker to select procedures and sequence to perform the task. He may have opportunities to train and supervise student volunteers and Level I clerks. Most of the tasks are oriented to data and things with a few oriented to people.

Supervised by: Technical Assistant--Level III
or Specialist--Media Technology Services--Level IV
or Librarian--General Services--Level IV

DUTIES

Data Significant Tasks

Copying and coding:

1. Prepares for typist catalog list of AV materials available in media center

Comparing--checking, matching, verifying:

1. Examines orders for completeness for AV materials and transmits for typing

Translating--placing information into different language, etc.-typing:

1. Describes malfunctioning AV equipment and transmits for typing

Compiling--filing, classifying, etc.:

1. Maintains card index of AV materials and one of equipment
2. Maintains files of maintenance agreements for equipment
3. Maintains chronological list of expenditures for AV equipment and materials
4. Files brochures announcing new AV materials after screening

Level II continued

5. Files suggestions of teachers for purchase of AV materials and equipment

Coordinating:

1. Allocates and schedules scarce equipment and materials
2. Maintains weekly schedule of students assigned to television and radio studios and assigns tasks
3. Maintains schedules for use of AV equipment and materials in media center and classrooms
4. Coordinates use of AV equipment--video system, projectors, tape recorders, etc.

Planning:

1. Maintains consumable supplies for AV needs

People Significant Tasks

Taking instructions--helping, serving:

1. Assists students to search files for AV materials

Exchanging information:

1. Notifies serviceman of problems with AV equipment and authorizes repairs
2. Sends form to teacher indicating requested film has arrived from interlibrary loan

Consulting, constructing, treating--teaching, training:

1. Instructs students in setting up and operating a variety of reading and teaching machines, projectors, etc.
2. Provides technical assistance "on floor" in terms of student requests and needs
3. Teaches high school students to operate video recorder system

Things Significant Tasks

Monitoring--checking, standing by, observing activity, objects, process, etc.:

1. Examines and troubleshoots AV equipment in response to requests from users
2. Monitors student response terminals and when problems occur, notifies supervisor
3. Monitors subsidiary terminal during classroom tests as data is fed to a computer in another city
4. Monitors students operating video recorder system

Level II continued

Servicing--performs simple repairs or adjustments:

1. Performs first eschelon maintenance on wide array of AV equipment
2. Performs minor maintenance on art prints by touching-up frames and cleaning prints

Operating--controlling, starting, stopping, or working machines, objects, materials:

1. Checks out AV materials
2. Oversees distribution and return of rental films and films from interlibrary loan
3. Operates keypunch machine, and others, as needed
4. Examines and test operates new AV equipment to insure proper functioning and to familiarize self with operation
5. Conducts annual demonstration of AV equipment for teachers
6. Checks AV machines and sets aside malfunctioning equipment
7. Operates cameras--16 mm, 35 mm, etc., to produce slides, motion pictures of classroom activities, etc.
8. Operates recording tape duplicating machine
9. Connects telephone to tape deck for students to receive taped materials by telephone
10. Produces transparencies for classroom teachers involving little or no artwork and using simple tools and office machines
11. Operates reader printer to retrieve reference information
12. Constructs display materials, such as posters, scrapbooks, felt images, cartoon characters, etc.
13. Produces punched tape of classroom test data to be transmitted to computer
14. Relays instructions for classroom test to computer terminal via telephone and teletype machine
15. Tests program on computer

Preparing/Set-up--getting equipment, materials, and facility ready for use:

1. Prepares student response terminals and checks before each classroom test session

Storage/Retrieval:

1. Keeps keys for closets with expensive AV equipment
2. Gives students AV equipment and materials as specified

Level II continued

3. Locates equipment and materials upon request
4. Retrieves materials in stacks for microfilming
5. Stores recorder tape recordings and video tapes

JOB DESCRIPTION--LIBRARY CLERK--DISTRICT SERVICES--LEVEL II

The Library Clerk--District Services--Level II works in the district processing center and performs the routine tasks related to processing, cataloging, and distributing print and non-print materials for use in school library media centers. The tasks include checking the receipt of orders, typing catalog cards, stencils, orders; checking and verifying cataloging information; sorting, matching, and filing order cards and catalog cards; maintaining supplies; and operating multilith, mimeograph, photocopying, and other reproduction machines. Tasks involving ordering of materials may be either a part of the processing center or the individual school media center.

All work is performed under supervision. Most instructions are explicit and described in manuals, memoranda, or oral and written requests and identify tools, equipment, and procedures. Some tasks require reference to standard sources for information to perform the task. The worker may have the opportunity to train and supervise Level I clerks. Most of the tasks are oriented to data, a few to people and things.

The library clerk in the district processing center carries out non-professional tasks, which support and assist the cataloger in implementing the services of the processing center.

Supervised by: Technical Assistant--District Services--Level III
or Cataloger--District Services--Level IV

DUTIES

Data Significant Tasks

Copying and coding:

1. Types cards for catalog upon receipt of book processing form which describes steps
2. Prepares shelf list of new titles and submits to supervisor for checking
3. Makes corrections on typed copy as directed
4. Checks sources for form of author's name and types on book slip
5. Types on book slip descriptive information from title page
6. Types pockets, cards, spine labels from supplied information
7. Types ownership labels for AV materials
8. Writes classification number and other information on designated page of new title
9. Types purchase orders from prepared draft information and gives completed form to supervisor for inspection
10. Types form letters to accompany order to jobbers and publishers

Level II continued

11. Types form letters to jobbers requesting explanation of overdue book orders, etc.
12. Examines invoices and writes price for new titles on original order slip
13. Types multilith masters and mimeograph stencils
14. Records on charge sheet, checks received from member libraries and sends check to accounting
15. Prepares purchase orders for paper and reproduction supplies and submits to supervisor

Comparing--checking, matching, verifying, etc.:

1. Verifies data on order forms by checking verifying sources
2. Checks receipt of orders against original order list
3. Checks received materials against packing slip, initials, and send packing slip to billing
4. Selects form letter to be sent to jobber upon receipt of incorrect order
5. Checks for accuracy typed catalog cards
6. Checks new titles and accompanying cards, initials control card, and routes to processing
7. Checks for author's name for new titles
8. Checks LC call numbers against code book prepared by staff when assigning call numbers to new titles
9. Checks for LC number on titles not in master file
10. Checks titles on storage shelf against each order of LC cards received
11. Examines newly cataloged books by examining spine label, pockets, accession number, etc.
12. Checks invoice vouchers for mathematical errors before sending to supervisor
13. Compares LC proof slips with title page of book and types descriptive cataloging information on book slip
14. Compares manuscript card with title page of new title and amends or adds to card according to prescribed instructions

Computing:

1. Inventories processing center bi-annually and keeps disposition record of supplies
2. Completes billing by adding processing costs and transmits to accounting

Level II continued

Translating--placing information into different language-typing:

1. Revises printed cards received with new titles to accommodate library classification system procedures
2. Sends rejected titles to jobbers or publishers with form letter explaining rejection, and action to be taken

Compiling--filing, classifying:

1. Assigns budget account numbers for all new orders
2. Processes art prints and films by assigning accession numbers
3. Maintains files for cataloger's office
4. Maintains inventory of equipment, including date purchased, price, serial number, etc.
5. Maintains address files of publishers, jobbers, suppliers, of materials and equipment
6. Maintains shelf list of titles purchased by all media centers
7. Maintains files of multilith masters and stencils
8. Files approved copy of purchase orders
9. Files new master shelf list cards
10. Files original LC cards and paper tapes
11. Classifies fiction titles using Dewey Decimal System
12. Checks standard tools for cataloging information for titles on which no LC card is available
13. Checks standard tools for data and information to complete cards in new titles
14. Checks shelf list for data for producing preliminary classification cards
15. Consults shelf list in assigning accession numbers

Analyzing--examining, selecting, reviewing, evaluating:

1. Selects and revises, if necessary, form letter to jobber or publisher
2. Submits to supervisor book order involving unusual cost, incomplete information, rush requests, etc.
3. Determines method of reproduction---photocopy, multilith, etc., for materials to be reproduced

Organizing:

1. Sends verified accounts payable to cataloger

Coordinating:

1. Plans weekly work schedules for part-time clerical staff

Level II continued

Planning:

1. Maintains office supplies for processing center
2. Organizes by priority new titles received for cataloging

People Significant Tasks

Taking instructions--helping, serving:

1. Serves as personal secretary to cataloger

Exchanging information:

1. Attends in-service training programs for self-improvement and professional purposes
2. Telephones for biographical data on authors not in official card catalog

Supervising--assigns duties:

1. Accepts new books and authorizes to be collated
2. Directs new books to be stamped with ownership stamp, accession number, etc.
3. Directs clerk to verify orders received from system members

Consulting--constructing, treating, teaching, training:

1. Answers processing questions received from system members and refers policy or procedural questions to cataloger

Things Significant Tasks

Operating, controlling, starting/stopping, or working machines, objects, materials:

1. Operates electric adding machine
2. Telephones publishers, jobbers, etc., for orders of unusual expense, rush, etc.
3. Operates Flexowriter machine to produce catalog cards from tapes
4. Operates multilith machines to produce catalog cards from masters
5. Places microform card on micro-reader and records appropriate cataloging data

Level II continued

Storage/Retrieval:

1. Retrieves from files original order forms
2. Locates master catalog sets upon notification of errors in card sets and gives to reproduction for correction

NOTE: Processing centers use various classification systems, LC, Dewey, printed cards from commercial sources, etc. Therefore, all types of tasks relating to these systems are included in this list. The individual system would not use all of them.

LEVEL III--3 Positions

Library Technical Assistant--General Services
Technical Assistant--Media Technology Services
Technical Assistant--District Services

Need for Positions

In view of the increasing demands for media services and the expansion of media activities, the school library media centers have a growing need for middle-level positions in the technical assistant categories. The manpower shortage of professional librarians makes it essential to provide assistants on this level who have an understanding of the underlying principles of various aspects of technical processes and some training in media-related skills. Technical assistants can assume responsibility for technical functions and allow the professional staff more time to devote to tasks requiring their depth of knowledge, and professional training.

The technical assistant operates on a higher level than the library clerk and performs more complex tasks. Each of the three categories requires special technical knowledge in general library services or media technology or processing and cataloging of materials.

Career Opportunities

The middle-level position of technical assistant offers additional career opportunities in the field of school library media services. The three categories will be incentives for Library Clerks--Level II to seek further education to qualify for these positions, when they have demonstrated a potential and an interest in advancement. These opportunities encourage the retention of personnel who perform satisfactorily on the job. The position is also the entry level for personnel, who have the required qualifications.

Technical Assistants with successful experience in any of the three categories may transfer within the three categories, provided they meet the requirements for the specialized job through in-service programs or educational courses and satisfactory experiences.

The middle-level position will provide experiences for demonstrating potential abilities for librarianship and will be an incentive for the technical assistant to continue his general educational training in a college or university to qualify for graduate library school. With the required training and satisfactory performance, the technical assistant will be eligible for any of the three professional positions on Level IV:

Librarian--General Services
Specialist--Media Technology Services
Cataloger--District Services

MINIMUM REQUIREMENTS

SERD Codings

6 Training Time: Equivalent of 13 to 15 years of education

445 GED: Reasoning for applying principles of rational system to solve practical problems and interpret a variety of instructions in books and manuals and in mathematical and diagrammatic forms

- Mathematics: 6th to 9th grade
- Language: Post-high school linguistic experience

Worker functions: significant levels and areas

6, 9 - Data: 41.6% relate to examining, selecting, reviewing, and evaluating data without application of theory and 19% relate to planning

4, 5. 8 - People: 20.1% relate to supervising; 31.6% relate to serving as a source of information and training others; 19% of the tasks do not apply to people

4, 5, 8 - Things: 20% relate to operating machines, objects, materials; 22.9% relate to getting equipment, materials, facilities ready for use; 36.2% do not apply

Worker instructions: significant levels and areas

5, 6 - Service is specified in assignment in a memorandum, manual, or request, but worker must understand whys of options and may have to read professional literature for 40.9% of tasks; 28.2% may require some creative use of theory beyond standard sources

7, 9, 10 Task environment: 29.5% relate to influencing and informing people in their attitudes, etc.; 18.2% and 19.4% refer to evaluations for arriving at generalizations, judgments, or decisions

Educational Requirements and Qualifications

1. General educational experiences of 13 to 15 years of school
2. Background knowledge and skills in the following areas obtained through formal courses or demonstrated proficiency through successful experience in a library situation
   - general library services and techniques
   - circulation services
   - skills in basic reference techniques
   - skills in technical phases of ordering, processing, and cataloging materials (for District Services)
   - production and reproduction techniques
   - ordering, operating, maintaining various types of AV equipment (Media Technology Services)

- operation and utilization of electronic devices (desirable for Media Technology Services)

3. Ability to pass minimum typing test (accuracy and neatness important)
4. Ability to interpret and carry out a variety of instructions
5. Ability to teach the operation and use of AV equipment in non-technical and simple language (Media Technology Services)

Desirable Characteristics

1. Willingness to learn
2. Qualities of tact, initiative, and judgment
3. Ability to guide and supervise others
4. Ability to work harmoniously with people--students, teachers, and library staff
5. Some background knowledge in books, reading, listening, and viewing for leisure activities and a desire to expand his own knowledge

JOB DESCRIPTION--LIBRARY TECHNICAL ASSISTANT--GENERAL SERVICES--LEVEL III

The Library Technical Assistant--General Services--Level III performs tasks to assist the professional staff in the technical aspects of operating the school library media center. The functional areas include circulation services, maintaining inventories and information files, preparing orders, keeping statistics, planning displays, preparing simple bibliographies, assisting teachers and students in locating materials, giving simple instruction in the use of basic library tools, training and supervising library clerks and student volunteers. The knowledge, training, and experience of the technical assistant will determine the extent of his assisting the librarian in reference work and reading guidance services.

The duties of the technical assistant are coordinated and interrelated with those of the professional and supporting staff to provide effective overall school library media service for students and teachers and to make it possible for the librarian to have more time to promote programs requiring his professional knowledge and experience.

The service for this level is specified in assignments in memorandum, manuals, or requests, but the worker may work out procedures and sequence of operation to accomplish his tasks. He is expected to apply theory so that he understands the options and he may have to gain some understanding through reading professional literature. Even though he may have responsibility for some services, he works under the guidance of the librarian. Most of the tasks are data and people oriented.

Supervised by: Librarian--Level IV

DUTIES

Data Significant Tasks

Translating--placing information into different language:

1. Reduces statistical data to tabular or graphic form

Compiling--filing, classifying:

1. Assigns subject headings to pamphlets and materials for pamphlet files using standard library tools
2. Prepares simple bibliographies from standard reference tools

Analyzing--examining, selecting, reviewing, evaluating:

1. Collects data and information regarding material or equipment from salesmen and recommends action
2. Selects department to receive and evaluate titles
3. Determines verification sources to be used in checking book order form and instructs clerk

Level III continued

4. Notes gaps in magazine collections and recommends to supervisor whether to purchase or microfilm copies
5. Reads newspapers, magazines, pamphlets, etc., for articles to include in vertical file
6. Reviews vertical files and removes obsolete and dated material
7. Identifies titles unsuitable for binding or not in print and schedules for future microfilming
8. Reviews shelves and removes titles in poor condition or obsolete
9. Prepares reading lists of special materials on topics for elementary teachers and submits for approval
10. Grades for completeness and authenticity reports from students enrolled in elementary media center reading program and transmits to teachers
11. Visits other libraries to learn of new possibilities, ideas, etc., in media center operation and management
12. Evaluates media center procedures and techniques and recommends changes to supervisor

Organizing:

1. Designs form letters

Coordinating:

1. Assesses student traffic and determines scheduling of clerks and student volunteers to provide service
2. Schedules workshops for teachers in operation, utilization, and possibility of AV equipment
3. Coordinates and supervises rearrangements of physical facilities in media center
4. Transmits upon request statistical data and other materials reporting on activities in media center
5. Arranges and supervises annual open house program for parents
6. Oversees publication of newsletter announcing and describing media center activities

Planning:

1. Reviews suggestions from teachers for magazines and makes decision.
2. Develops promotional programs by reviewing ideas of others, reviewing literature, and own initiative
3. Sets policies and procedures for book fairs, exhibits, etc.
4. Develops book fairs, exhibits, etc.

Level III continued)

5. Selects theme, display materials, and design for seasonal or topical events
6. Sets up inventory scheme for controlling equipment
7. Reviews and develops forms for record-keeping procedures
8. Identifies statistical data to be tabulated and filed for circulation activities
9. Determines timing on records and files to be maintained or destroyed in media center
10. Reads or scans new titles to familiarize self with collection
11. Determines binding policies and procedures for magazines--color, kind of binding, etc.
12. Prepares reports on circulation procedures and matters relating to operation and transmits to librarian

People Significant Tasks

Exchanging information:

1. Conducts reader interest surveys in media center
2. Provides oral and informal evaluation of clerical staff
3. Maintains liaison with public librarians to provide information for need for reserve shelf for students
4. Screens salesmen
5. Identifies problem children (behavioral or intellectual) and reports to teachers or guidance personnel
6. Assesses student socio-economic background to determine whether to charge fine for overdue or for lost book and how much
7. Conducts interviews with clerical applicants and relays recommendations to personnel office
8. Maintains contact with mass media representatives
9. Attends in-service training program for self-improvement and professional purpose
10. Attends staff development program

Counseling--persuading, diverting, teaching:

1. Identifies community resource persons to serve as speakers, participants, etc.
2. Assists teachers in materials search, bibliography checks, etc.
3. Refers student to public library for materials not in media center
4. Suggests titles to children to read

Level III continued

5. Visits classrooms to explain and enroll children in planned reading program
6. Consults with students providing less than minimum required services before reporting to supervisor
7. Recruits volunteers by meeting with individuals or groups

Supervising--assigns duties:

1. Instructs clerk to list students with overdue books, verifies and sends list to principal's office
2. Supervises student volunteers at work
3. Plans work activities and supervises clerks
4. Assigns new clerks to in-service training
5. Instructs clerk to send materials for binding after annual check
6. Instructs clerk to prepare form letter to be sent out over principal's signature to parents of students with overdue materials
7. Determines rules of conduct in media center
8. Instructs typist to prepare order for materials

Consulting--constructing, treating, teaching:

1. Provides orientation for students in use of center
2. Conducts summer reading program for elementary students providing stimulating reading exercises, motivational devices, and extensive interpersonal relations with children
3. Provides "floor" service in reference techniques, reading, use of vertical files, etc., in elementary media center
4. Explains workings of card catalog in classrooms, to individuals, and to groups of students
5. Assists elementary children in literature search
6. Conducts group discussions with students from film showings and book talks
7. Provides orientation on reading programs for elementary students as individuals and in groups
8. Tells stories and reads books to interest elementary children in books and media center
9. Responds to direct questions on interpretation of books, materials, etc.
10. Trains volunteers

Level III continued

Negotiating:

1. Confers with supervisor regarding magazine subscriptions

Things Significant Task--Preparing/Set-up:

1. Sets aside selections relevant to special topics upon request of teachers

JOB DESCRIPTION--TECHNICAL ASSISTANT--MEDIA TECHNOLOGY SERVICES--LEVEL III

The Technical Assistant--Media Technology Services--Level III performs specialized tasks related to the technical aspects of audio-visual materials and equipment. Some of the tasks include demonstration, operation, and training in the use of a vide range of audio-visual equipment, including some knowledge of electronic devices, computers, data processing. Other responsibilities are procurement and maintenance of audio-visual materials and equipment, production and reproduction of instructional materials, technical assistance to teachers and students in radio and television productions and video tape systems.

The duties of the Technical Assistant--Media Technology Services are coordinated and interrelated with the duties of the supporting and the professional staffs to provide effective media services for all students and teachers. In assisting the Specialist--Media Technology Services--Level IV, the technician implements the non-professional tasks and makes it possible for the Specialist to have more time for programs and activities, which require his professional training and expertise.

The service for this level is specified in assignments in memorandum, manuals, or requests, but the worker may work out procedures and sequence of operation to accomplish his tasks. He is expected to apply theory so that he understands the options and he may have to gain some understanding through reading professional literature. Even though he may have the responsibility for some services, he works under the guidance of the media specialist or the librarian. Most of the tasks are data and people oriented.

Supervised by: Specialist--Media Technology Services--Level IV
or Librarian--General Services--Level IV

DUTIES

Data Significant Tasks

Analyzing--examining, selecting, reviewing, evaluating:

1. Selects brands and kinds of AV equipment requested from AV curriculum designer
2. Reviews journals, brochures, and other publications to screen AV equipment, and produce list for review
3. Evaluates usage patterns of rental films and decides to continue or discontinue leasing arrangements or to purchase films
4. Examines annually inventory of AV materials to identify outdated materials and makes recommendations for discard
5. Evaluates damaged AV materials and decides whether to repair, discard, or trade in
6. Checks, analyzes, and grades for accuracy, completeness and appropriateness, guides and worksheets based on AV materials received from elementary students

Level III continued

Coordinating:

1. Authorizes students to remove necessary equipment and supplies from locked storage spaces for use in closed circuit TV productions in media center
2. Approves scheduling test demonstration of AV equipment and materials

Planning:

1. Visits book stores, travel agencies, etc., for materials for media center
2. Designs, storage systems for tape and disc recordings, films, video tapes for radio and television studios in school
3. Plans utilization of available space for media center television studio
4. Evaluates and revises circulation system for AV equipment and materials

People Significant Tasks

Exchanging information:

1. Provides slides and other materials based on travel and personal experiences--upon request
2. Grades students on application of techniques and performance in operating equipment and coordinating productions in closed circuit television studio
3. Attends staff development programs
4. Attends in-service training program for self-improvement and professional purposes

Counseling, persuading, diverting:

1. Assists teachers in AV materials search and use of equipment

Supervising--assigns duties:

1. Instructs typist to prepare purchase order for AV equipment and materials
2. Instructs clerk to send equipment for maintenance following annual check
3. Disciplines students in television studio during productions and instructional sessions
4. Shows film and answers questions during showing
5. Supervises engineer assigned to handle technical problems in television studio
6. Supervises instructional radio studio

Level III continued

Consulting, instructing, or treating--teaching, training:

1. Provides in-service training for students in operation, maintenance of AV equipment
2. Makes self available on "floor" to answer questions regarding use of AV materials and equipment
3. Provides individual assistance in completing worksheets and other materials involving adaptation of AV materials
4. Provides technical assistance to teachers during conduct of AV programs
5. Instructs secondary students in stringing microphone cables and other equipment used in production of radio or television programs in media center
6. Instructs students in classification system of equipment used in radio station and supervises replacement of materials and equipment
7. Instructs and supervises students in direction of radio programs in school radio station including use of microphone, understanding hand signals, voice clarity, special sound effects, cueing up tape and disc recordings, etc.
8. Instructs students in simple radio announcing skills, such as the proper way to tell time, weather reports, etc.
9. Instructs students how to write scripts and present on air--newscasts, disc jockey, commercials, etc.
10. Teaches students to serve as floor directors during taping of closed circuit television
11. Supervises and provides technical assistance in editing live, physical, and electronic video receiving materials
12. Teaches students mechanical operations in closed circuit television studio--use of microphones, control of lights, switch mechanisms in control room, sound system, "ride gain" in control room, how to operate film projector to control transmission of film, operating camera, etc.
13. Teaches students mechanics of video set design for instructional programs---interview-type shows, travel talks, etc.
14. Supervises and provides technical assistance to teachers and students in aspects of producing original video productions
15. Directs video department by coordinating use of equipment student aides, teachers, materials, etc.
16. Explains data contained on computer print-out sheets to media center staff

Level III continued

Negotiating:

1. Discusses with supervisor and recommends AV equipment needs for media center

Mentoring---advising:

1. Serves as faculty advisor for secondary school broadcast club

Things Significant Tasks

Preparing/Set-up:

1. Programs classroom test data for computer terminal

JOB DESCRIPTION--TECHNICAL ASSISTANT--DISTRICT SERVICES--LEVEL III

The Technical Assistant--District Services--Level III performs specialized tasks in the district processing center in processing and cataloging print and non-print materials. The technical processes include supervising and training the clerical staff; checking the receipt of orders; verifying cataloging information; preparing information for catalog cards; using standard tools to assist in classifying fiction and uninvolved non-fiction titles; checking the filing of cards for accuracy. Some of the tasks are related to the procurement and reproduction of catalog cards and classification systems adopted by the media system.

In assisting the cataloger the technical assistant's tasks are coordinated with the tasks of the non-professional and professional staff of the center.

The service for this level is specified in assigaments in memorandum, manuals, or requests, but the worker may work out procedures and sequence of operation to accomplish his tasks. He is expected to apply theory so that he understands the options and he may have to gain some understanding through reading professional literature. Even though he may have responsibility for some services, he works under the guidance of the cataloger. Most of the tasks are data oriented with a few for people.

Supervised by: Cataloger--District Services--Level IV

DUTIES

Data Significant Tasks

Copying and coding:

1. Copies appropriate information for classification data for titles after searching library tools

Comparing:

1. Checks subject headings on publisher ordered catalog cards with headings used in media system and makes appropriate changes
2. Checks LC cards for new titles against main catalog file and shelf list file and modifies according to library procedures
3. Checks for accuracy catalog cards filed by clerks

Translating--placing information into different language:

1. Reconciles library cataloging procedures to data on prepared catalog cards
2. Reduces statistical data to tabular form

Compiling--filing, classifying:

1. Checks catalog card against Cutter catalog and assigns Cutter number (if used)

LEVEL III continued

2. Obtains cataloging information not available in processing center by going to another library
3. Maintains and updates authority files
4. Assigns call number to new titles using LC system (or Dewey system)

Analyzing--examining, selecting, evaluating

1. Visits other processing centers to learn of new possibilities, ideas, etc., for operation and management of processing center.
2. Evaluates processing center procedures and techniques and recommends changes to supervisor
3. Assigns book orders to jobbers by determining the most advantageous process for processing center
4. Approves and signs letters of transmittal of orders to jobbers
5. Determines verification sources to be used in checking completed book order form and instructs clerk
6. Determines through research identity of new author and notes reference
7. Determines through research or knowledge if author is writing under penname and provides cross-reference cards according to instructed procedures

Organizing:

1. Designs form letters
2. Writes manuals and instructions for operating Flexowriter machines, keypunch machines, and others, when necessary

Planning:

1. Reviews and develops forms and record-keeping procedures
2. Determines timing on records and files to be maintained or destroyed by processing center
3. Orders supplies for processing center based on inventories and workload
4. Sets up inventory scheme for controlling equipment in department

Things Significant Tasks

Preparing/Set-up:

1. Coordinates and supervises rearrangements of physical facilities in processing center

Level III continued

People Significant Tasks

Exchanging information:

1. Conducts interviews with clerical applicants and relays recommendations to personnel office
2. Provides oral and informal evaluation of clerical staff
3. Attends staff development program
4. Attends in-service training program for self-improvement and professional purposes

Supervising--assigns duties:

1. Assigns new clerks to in-service training
2. Plans work activities and supervises clerks

Consulting-training:

1. Trains new clerks in specific tasks

NOTE: The classification system and the method of reproduction adopted by a processing center may not fit some tasks listed in SERD or be duplications.

TRAINING PROGRAMS--SUPPORTING STAFF
for
SCHOOL LIBRARY MEDIA SYSTEMS

NEED FOR COOPERATIVE TRAINING PROGRAMS

One problem confronting many libraries is the lack of training programs for supporting staff in the community or convenient vicinity. One part of the problem is the small number of supporting jobs on any one level in many communities and the other is the limited number of people needing training at any one time. The lack of pre-employment training programs outside of the libraries, puts the responsibility for training on the individual library. Many small libraries do not have the staff or the time for planning effective programs or to develop training materials. Cooperative efforts of librarians and library associations need to explore all resources available in the local community and the state to promote action for developing training programs for the supporting staff.

All of the following educational agencies are familiar and so are the types of programs which can be developed. The list may spark other ideas for finding training program sponsors and means for financial support.

SPONSORS FOR TRAINING PROGRAMS

Training Programs within a School Library Media System

1. On-the-job training
2. Apprentice training
3. Self-instruction training
4. In-service programs
5. Workshops
6. Institutes
7. Work-study programs
8. Demonstration school library media programs
9. Media mobile library training center
10. Training program for ESEA library aides
11. On-the-air library training programs (via television)
12. Library programs on video tape and/or cassettes

Training Programs for Supporting Staff Sponsored in Cooperation with a Community Organization

Type of program:

1. Workshops
2. Institutes

3. Media mobile learning center
4. On-the-air library training program (via television)
5. Media learning laboratory
6. Neighborhood training program for library workers

Cooperating Organizations:

1. Local, regional, and/or state school library associations
2. Local, regional, or state library associations
3. Local or state educational associations
4. Local or state school library departments
5. Committee representing all types of libraries in the community or the state
6. Friends of the Library Association
7. Junior League
8. National Council of Jewish Women
9. Rotary Club
10. Quota Club
11. Soroptomist Club
12. Parent-Teachers' Associations
13. Urban League
14. Community Agency Agencies
15. Neighborhood Associations
16. Local or federal projects related to unemployment, minorities, or culturally-deprived areas

Training Programs for Supporting Staff Offered by Educational Institutions (granting credits, certificates, associate degrees, or some form of certification)

1. Public Education Departments
   - Vocational Education Departments--an elective course in a secondary vocational school
   - Adult Education Department--evening course, parent education course, or summer course
   - Summer School Programs--elective course
   - Business Education Department--work-study programs
   - School Library Media Department--see listing above
2. Community College, Junior College, and Teachers' College
   - Evening course
   - Summer workshop

- Day course
- Extension course
- Media Mobile Learning Center

3. Library Schools in Colleges and Universities
   - Summer workshops or institutes
   - Extension courses
   - Correspondence courses
   - Media Mobile Learning Center
   - On-the-air Media Learning Program (via television)

SUGGESTIONS FOR TRAINING PROGRAMS

TYPES OF TRAINING PROGRAMS

None of the training programs listed below are new methods, but each may be planned to emphasize new teaching methods, to utilize a variety of the newest and tried-and-true instructional media, and to experiment with new techniques. Innovations will be the responsibility of experienced program planners. A review of successful programs, consultations with librarians *and* workers, and evaluation of the needs of the individual school library media system or of the needs of all libraries in the community will determine the type of program to meet the needs satisfactorily and efficiently.

On-the-job Training: For Levels I and II Jobs

On-the-job training may be the most practical means for training individual workers who enter jobs on Level I or Level II, if the staff is provided with an effective instruction manual, a planned training program to expedite the training, and adequate instructional materials. This method permits the individual worker to learn how to perform the tasks as he observes and practices the tasks under the direction of an experienced staff member. It is a method whereby the method, content, and length of time required can be adapted to both the experienced and inexperienced worker. To be successful the program should include a written outline of specific duties, simple, clear, and uninvolved explanations and directions, specific samples, and adequate supervision.

Apprentice Training: For Levels I, II, and III Jobs

The apprentice program is quite similar to the on-the-job training program. It is a method for training the worker under an experienced and successful worker and at the end of the training period assigning the worker to a job in another library situation. It can be planned for one or more workers at a time, if there is more than one demonstration worker in the system.

Self-instruction Program: For Level II and Level III Jobs

This program centers on the worker learning how to perform his tasks and other relevant information through reading of manuals and references, interpreting charts and sample forms, listening to explanations and directions on tapes, viewing filmstrips and video tapes, using program-learning devices, etc. The program stresses step-by-step instructions and devices for the worker to check his practice work and correct his errors. After an orientation session in which he learns what he is to do, where he is to work and study, what materials he will have, he will be given a study guide and will proceed to go ahead at his own speed. The worker is required to keep a folder with a record of his progress and practice work and questions he needs to have answered. Periodically and when emergencies

arise, the librarian will review his work and answer questions and give him opportunities to practice some of his skills under supervision.

In-service Training Program: For Levels II and III Jobs

In-service training is an effective method for training groups of new employees for the same or similar types of assignments. The sessions can be concentrated in a block of time or stretched out over several weeks or months on a weekly basis. If the program is conducted in the library or library system where the trainees will work, it has the advantage of applying the specific skills learned in the program to the practices used in the system. In-service training offers opportunities for group discussions to share experiences and problems, for hearing specialists in special techniques, and for practicing and applying skills.

Workshop Program: For Levels II and III Jobs

Workshops are similar to in-service programs. These may be offered by the library system or at a college or university. Both workshops and in-service programs may include visits to libraries and media centers to acquaint the student with real situations and to observe demonstrations of skills and functions in different types of libraries. Workshops offered outside of the system require that the student adapt the skills he learns to the practices followed by the media center where he finds employment. Consequently, workshop planning calls for a more generalized approach for teaching skills and includes suggestions for adaptations.

Work-study Training Program: For Levels I and II Jobs

Work-study programs are offered in some educational systems to prepare students for jobs in industry and business and some have included jobs for libraries. These programs have some characteristics of on-the-job and apprentice programs. General skills, usually clerical and business skills, are taught in the school program and practice work is performed in the library. Properly planned and coordinated with the skills being learned in the schools, these programs produce efficient workers. Work-study programs serve as a try-out opportunity for the student to find out if he is interested in working in a school library media situation and also serve as a means of recruitment. The program is feasible only in systems which have a staff member who can have released time for coordinating the program, giving instruction, and supervising the performance of the student.

Demonstration School Library Media Program: For Levels II and III Jobs

In this program a school library media center adequately staffed, which has an extensive collection of materials and equipment and conducts an outstanding media program, can serve as a demonstration center and conduct a training program for one or two apprentices at a time.

On-the-air Library Training Program: For Levels II and III Jobs

A planned television series of demonstrations of skills applied to tasks related to data, materials, and equipment in a school library media center can be developed to meet the training needs on a state-wide basis. The series may include discussion sessions with experienced workers and viewers and also lecture sessions to provide background information. Work sheets and guide sheets are supplied to the viewer with instructions for practicing the skills in his school library media center and provisions are made for supervision and evaluation. A bibliography is compiled and distributed for reference and reading needs. These programs can be produced live on educational television or public service time on commercial television. The taped film can be made available for individual library use. The television instructor reviews the written reports, if credit is offered for the series.

Media Mobile Library Training Center Program: For Levels I and II Jobs

The Media Mobile Library Training Center Program takes the training to the prospective worker. A bookmobile equipped with a sample collection of print and non-print materials and some of the frequently used items of equipment and staffed by an experienced instructor can solve some of the problems for small school library media districts and other types of libraries. The Media Mobile Library Training Center may be an effective means for recruiting and training prospective library clerks in underprivileged neighborhoods and rural areas. This type of program could be adapted as part of regular bookmobile service.

Correspondence Training Program: For Levels II and III Jobs

External library training programs have been the means for training librarians in many of the British overseas dependencies. The development of satisfactory correspondence courses for clerical aides should be explored more intensively and adapted to the training needs for people who do not have access to pre-employment training. Though correspondence courses do exist, they have not been widely accepted. To be effective, the course should provide a kit of sample materials and instructional aids, such as filmstrips, transparencies, charts, disc recordings, for practicing skills. Arrangements should be made with a local library for the student to observe workers and for a local or regional librarian to serve as an advisor.

Learning Laboratory Training Program: For Levels II and III Jobs

The Learning Laboratory Training Program is a variation for the setting of training programs for the supporting staff of several types of libraries. Local, state, federal, or foundation funds can be used to design new or remodeled space equipped with essential materials and equipment for training clerical workers in various types of library jobs in the community or region. These programs should be skill oriented and geared to practices of libraries in the area.

Special Project Training Program: For Levels I and II Jobs

Training for low-level workers and for unemployed people in underprivileged neighborhoods may be developed as part of an ESEA-Title I project which includes funds for the school library clerical aides in an enrichment and/or reading project. These programs are usually in-service programs or on-the-job training programs. The experiences gained from training these aides have valuable implications for program leaders in adapting techniques for teaching low-level skills and for ways to utilize available manpower on this level for certain phases of library routines.

CURRICULA FOR TRAINING PROGRAMS FOR SUPPORTING STAFF

It is possible to include the skills for performing the tasks on both Level I jobs in one training program. The same will be true for all three Level II jobs. Because of the specialized knowledge and skills for Level III jobs, two courses are needed. The content, procedures, and skills for all training programs have been related to the functions of the worker as he works with data, people, and/or things. Slight variations in the general pattern for the programs are evident on each level.

In addition to content, procedures, and practices in skills, all three programs provide sessions or courses for expanding the student's knowledge and understanding of the school library media field, for helping him to understand people and to work harmoniously with students, teachers, and librarians. The programs provide opportunities and encouragement for the student to enrich his general knowledge and continue his education and self-development.

The training programs recognize the need for a skilled worker, who is interested and knowledgeable about his job and who is eager for a career, to continue his education.

LEVEL I TRAINING PROGRAM

The skills on Level I have been stated in simple terms in relation to tasks on this level and some in terms of a functional area. Examples of some tasks are suggested for practice work.

LEVEL II TRAINING PROGRAM

The curriculum for Level II centers on task orientation to data, people, and things based on the codings used in the SERD Report, pp. 27-29. Some adjustments and modifications were used for the suggested samples for practice work.

LEVEL III TRAINING PROGRAMS

The training program for Level III has been suggested for two related courses for post-high school education as specialized areas of study leading to an associate degree. Multi-media materials and equipment and technical services in the media center and system require more background and training for supporting jobs. It is suggested that the course emphasize instruction in terms of data, people, and things.

In-service training programs and others designed to give partial training in an individual system or community may study the contents of the college courses and the job descriptions in selecting significant areas for these programs.

CURRICULA FOR TRAINING PROGRAMS

CURRICULUM FOR LEVEL I TRAINING PROGRAMS

Admission Requirements

1. Completion of 7 to 8 years of education
2. Interest in library work

Purpose

The program is designed to provide training and practice work in the skills for following step-by-step instructions and performing low-level library and media related tasks in either the school library media center or district processing center. Since Level I library clerks are not required to solve problems, the instructions adhere to specific directions for performing tasks and the use of required tools and equipment, with some recognition for the minor variations in forms and practices in individual media centers.

To promote the worker's interest in his job and an awareness of his contributions to services, a brief and simple introduction to the role of the school library media center in the educational program and the needs and interests of students are presented in an introductory lesson.

Program Outline

Background information:

1. Introduction to the role of the school library media center in the educational program
2. Student profile--a simple introduction to the nature of the student population in the community and their needs and interests

Skills and practice work:

1. Skills for following directions in the instruction manuals, charts, and diagrams
2. Skills for processing books

   -opening and collating new books
   -stamping, printing legibly, attaching labels, covering books with plastic covers, packaging materials for distribution to media centers, etc.
   -other related skills
3. Skills for processing films, filmstrips, tape and disc recordings, slides

   -attaching leaders, labels, etc.
4. Skills for operating and cleaning machines

5. Skills for operating and monitoring simple equipment

   -splicing machine, film-cleaning machine, photocopier, glueing machine, laminator, card master, mimeograph, multilith, microfilm machine, projectors, etc.

6. Skills for repairing books and print materials

   -inspecting for damages
   -pasting, glueing, erasing, mending, covering books with plastic covers
   -taking care of mending materials

7. Skills for repairing and cleaning audio-visual materials

   -inspecting for damages
   -splicing films and tapes
   -cleaning discs
   -mending tape boxes, record albums, etc.

8. Skills for sorting, filing, and batching

   -alphabetizing by first two letters--cards, books, and other materials
   -arranging materials in uninvolved numerical sequence

9. Skills for comparing, checking, and matching

   -matching book cards and pockets, comparing catalog cards, checking delivery of orders, etc.

10. Skills for recording simple information, including counting

    -recording receipt of magazines, circulation of materials, attendance, telephone messages, requests for materials and equipment

11. Skills for taking pictures with cameras with simple mechanisms--under direction

12. Other skills--opening mail, computing fines with fine computer, etc.

NOTE: The skills on Level I have been stated in simple terms in relation to tasks on this level. Examples of some tasks are listed to suggest practice work, which will relate to what the worker will be doing on the job. The SERD Coding for worker functions referring to data, people, and things served as a guide in compiling the skills, but was not followed exactly. See pp. 27-29 in the SERD Report for definitions of those skills.

CURRICULUM FOR LEVEL II PROGRAMS

Admission Requirements

1. Completion of 11 to 12 years of education
2. Training in business skills (desirable)
3. Interest in library work

NOTE: All students will be required to pass the minimum typing test. Provisions will be made for a beginner's class for people who have not learned this skill. Suggestions will be made for those who have not had business machines to take a course in office machines and office practice.

Purpose

The program is designed to provide training and practice work in library and media-related skills for following two-step instructions and for carrying out services specified in memoranda, manuals, or requests. Training and practice work will develop the worker's skills in selecting appropriate procedures, timing, tools, and equipment, and in consulting standard tools to accomplish the task, when these are not specified in the instructions.

To promote the worker's interest in his job and in awareness of his contributions to the services, a brief introduction to the role of the school library media center in the educational program and the needs and interests of students are presented in an introductory lesson. One session is devoted to a class discussion on multi-media resources for the worker's leisure enrichment and for continuing education.

Program Outline

Background information: People oriented

1. Introduction to the role of the school library media center in the educational program
2. Student profile--a simple introduction to the nature of the student population in the community and their needs and interests

Motivation for continuing education

1. Introduction to resources of a library for recreational interests of worker--books, musical recordings, films, etc.
2. Sharing interests in multi-media resources
3. Class discussion on benefits of continuing education

Skills and practice work: Data oriented

1. Skills for following directions in the instructional manuals, charts, diagrams, memoranda, oral and written requests

2. Skills for copying and coding:
   - typing orders for supplies, materials, equipment, etc.
   - typing bibliographies, lists, pockets, etc.
   - typing labels, book cards, catalog cards, stencils, etc.
   - typing form letters
   - writes accession numbers in accession books

3. Skills for comparing--checking, matching, verifying:
   - checking, matching, verifying catalog cards, classification numbers, authors' names, receipt of orders, bindery orders, etc.
   - checking for accuracy and/or completeness of order cards, returned materials, processed books, etc.
   - checking data with standard tools
   - checking overdues, renewals, reserves

4. Skills for comparing--checking and maintaining inventories for:
   - equipment
   - supplies
   - books and AV materials in annual inventory; searching for misplaced materials and withdrawing lost items from records

5. Skills for compiling--filing, sorting, batching:
   - alphabetizing by whole word
   - arranging in numerical sequence including decimals
   - sorting by subjects
   - filing order suggestions, order cards, copies of orders, magazine cards, catalog cards, books, AV materials, maintenance agreements, advertising brochures, publisher's address, etc.

6. Skills for computing:
   - computing fines, rental rates, replacement costs, mailing charges
   - computing expenditures and receipts (bookkeeping)
   - keeping daily, weekly, and monthly circulation statistics

7. Skills for translating--placing information into different form:
   - typing catalog cards

8. Skills in assisting in cataloging materials:
   - verifying classificiation information

- consulting standard tools
- classifying fiction according to Dewey system
- revising catalog cards

Skills and practice work: Things oriented

1. Skills for operating machines and equipment:
   - operating office machines
   - operating AV equipment
   - operating check-out machine
   - operating cameras--35 mm, 16 mm, and others
2. Skills for preparing and setting up equipment, materials, etc., for use:
   - setting up, operating, and monitoring AV equipment
   - demonstrating operation of equipment
   - preparing materials for exhibits, displays, posters, scrapbooks
   - preparing transparencies (no involved work)
3. Skills for maintaining AV materials and equipment:
   - inspecting for damages and malfunctioning
   - making minor repairs
4. Skills for storage and retrieval of materials and equipment:
   - storing AV materials and equipment
   - putting books and materials in approved order and returning to proper place on shelves, in files
   - locating materials on shelves, files, in storage

Skills and practice work: People oriented

1. Skills in supervising:
   - keeping control of keys
   - supervising volunteers and part-time clerks
   - supervising workers at circulation desk
   - overseeing interlibrary loans
   - directing clerks in handling and processing new books
   - supervising clerks in arrangements of materials on shelves
   - keeping discipline

2. Skills in consulting and instructing:
   - training students in operation of equipment
   - showing elementary children simple use of card catalog, encyclopedias, vertical file, biographical references
3. Skills in helping people
   - assisting students in locating information
   - assisting librarian in routines
   - scheduling demonstrations of equipment
   - answering telephone and taking messages

Other skills as designated.

CURRICULA FOR LEVEL III COURSES IN POST-HIGH SCHOOL EDUCATION

Admission Requirements

1. High school graduate
2. Typing (desirable)

Design of Program

The program for courses for School Library Media Technician and for Technical Assistant in Media Technology has been organized with overlapping requirements and electives to provide basic and specialized knowledge in these two fields. The courses cover the technical skills in processing and cataloging print and non-print materials, in handling routines of school library media services, in preparing audio-visual materials, in operating, maintaining, and using various types of equipment. Both the background information relating to education, teaching, and students and the field work for practical experiences will provide understanding for work in school library media systems. The following suggestions for courses can be fitted into the overall requirements for an associate degree. The instructional pattern will relate the units of study and skills to data, people, and things.

School Library Media Technician

and

Technical Assistant in Media Technology

Courses of Study

Basic requirements for both courses:

LT and TAM School Library Media Orientation
LT and TAM Human Relations
LT and TAM Instructional Media Materials and Equipment--Introduction
LT and TAM (Typing--beginner's course for those who do not have adequate typing skills)

School Library Media Technician Course of Study

LT Library Technical Services I
LT Library Technical Services II
LT Library Media Utilization
LT Library Technical Services--Laboratory Work

Technical Assistant in Media Technology Course of Study

TAM Instructional Media Technology-Advanced
TAM Instructional Media Technology--Equipment and Repair Maintenance
TAM Instructional Media Technology--Audio and Visual Productions
TAM Instructional Media Technology--Graphics

LT Library Displays and Publicity
LT School Library Media Field Work
Electives: Select courses listed for TAM

TAM Instructional Media Technology--Utilization
TAM School Library Media Technology--Field Work
Electives: Select courses listed for LT

COURSE DESCRIPTIONS

LT and TAM School Library Media Center Orientation: Data/People/Things Oriented

As a survey of the fundamental principles for the operation of a school library media center and its role in the educational program, the course is designed to give the student an overall understanding of the instructional program, trends in teaching techniques, standards and objectives of media centers, scope of media collections.

LT and TAM Human Relations and the School Library Media Center: People oriented

This course is planned to promote an understanding of the student population in our society--ethnic, economic, social, cultural, and student needs and interests. Discussion of working relations with students, teachers, and librarians is basic.

LT and TAM Instructional Media Materials and Equipment--Introduction: Things oriented

This is an introduction to communication arts and multi-media materials and equipment as they relate to the instructional program. Background information on sources of materials and equipment and skills for evaluating, organizing, storage, and recordkeeping of materials and equipment are introduced.

LT Library Media Technical Services I: Data/Things oriented

A study of the technical tasks related to data, people, and things in the media system, covering background knowledge and skills for locating sources of materials, ordering print and non-print materials, processing and cataloging materials, and other routines of service.

LT Library Media Technical Services II: Data/Things oriented

Study of knowledge and skills of technical services as they relate to circulating practices, arrangement of materials, maintaining inventories, scheduling use of facilities and materials, and arranging displays are part of the course.

LT Library Media Utilization: People oriented

This course provides techniques for assisting the librarian in helping students and teachers in using media center facilities, materials, and equipment including locating materials, giving simple instructions in the use of media resources, conducting reading programs, and supervising and training library clerks and volunteers.

LT Library Technical Services--Laboratory Work: Data/Things oriented

Skills in performing tasks in the technical services are performed in a laboratory situation. Special projects and observation visits are part of the course.

LT Library Displays and Publicity: Data/People/Things oriented

Skills and ideas are presented for preparation and production of simple and effective posters, bulletin boards, displays, exhibits, book fairs, open housedisplays, oral and written announcements for school newspapers, intercom systems, etc. Aids for lettering and design and the exploration of other communication media for publicity will be explored. Projects demonstrating creative ideas and application of techniques are required.

LT School Library Media Field Work: Data/People/Things oriented

The student is placed in an elementary or secondary school for a period of six weeks. He participates in the technical functions of the media center under the supervision of the librarian and a faculty member of the college. He may spend one week in the processing center for experience. Part of the schedule arranges time for visits to classrooms, acquaintance with school programs and facilities, observation days in other media centers on both elementary and secondary levels, and class sharing of experiences at the conclusion of these experiences.

TAM Instructional Media Technology--Advanced: Data/Things oriented

Advanced study of audio-visual materials and equipment covers trends in communication arts, the wide variety of available instructional materials and equipment, the handling and operating of equipment, techniques for greater utilization. Electronic equipment, data processing, computer equipment, and operation will be considered.

TAM Instructional Media Technology--Equipment and Repair Maintenance: Data/Things oriented

This course provides a laboratory situation for practicing skills for electrical and mechanical repair and maintenance of equipment and explains the fundamental principles of operation for projectors and other types of equipment.

TAM Instructional Media Technology--Audio and Visual Productions: Data/People/Things oriented

This course is planned to develop techniques in production skills for operating school radio and television studios, involving mechanical operations, acoustics, sound effects, lighting, use of microphones, camera operations, cueing up. Writing and directing simple scripts for radio announcements and television programs are part of learning skills and practice.

TAM Instructional Media Technology--Graphics: Data/Things oriented

Techniques and methods of graphic arts as related to preparation of teaching materials are presented involving lettering, design, projectuals, duplicating processes, slides, etc.

TAM Instructional Media Technology--Utilization: Data/People/Things oriented

This is a study of techniques and skills for providing technical assistance to teachers and students in the use of the multi-media materials and equipment, including scheduling, monitoring, demonstrating, etc.

TAM School Library Media Technology--Field Work: Data/Things/People oriented

The student is placed in an elementary or secondary school for a period of six weeks. He participates in the media technology functions of the center under the supervision of the specialist in media technology or the librarian and a faculty member of the college. He may spend one day in the processing center for experience. Part of the schedule is arranged for time to visit classrooms and to become acquainted with the school programs and facilities, observations in other media centers on both elementary and secondary levels, and class sharing of experiences at conclusion of field work.

SUGGESTIONS FOR INSTRUCTIONAL MATERIALS

GENERAL SUGGESTIONS

The preparation of instructional materials should be developed by librarians in cooperation with people who have had successful experience in developing instructional aids for workers on these three job levels and in terms of skills and worker functions.

The materials for low-level skills must be simple, uninvolved, specific, presented in step-by-step procedures, and permit only minor variations. Visual materials accompanying verbal and printed directions add to the worker's understanding of the tasks, if they are simple and uncluttered. Samples of forms to be used, line drawings, cartoon characters, and use of color to highlight action are additional learning devices. Instructional materials on Level I should include meaningful repetition tc reinforce learning and to relate information to practicing the skills.

Instructional materials for Level II workers should be geared to the comprehension of the average ninth grader, but also give step-by-step procedures in simple and clear directions. Instructional aids on this level can include some variations for adapting to different situations and suggestions for checking standard tools in performing some tasks.

On Level III the worker has more general educational background for interpreting data and instructions. On this level instructional materials should present facts in a more sophisticated language and style. The equipment and tasks are more complex and involved, however directions are easier to follow on all levels, if they are simple and precise.

Following are some of the multi-media communication devices commonly used as teaching aids. The learning value of each type of media depends on its content, presentation, relation to tasks, utilization by the instructor and the student, and its comprehension level for the individual student. Some media are better adapted to use in group sessions, some more effective for self-instruction. Some are more appropriate for low-level skill teaching, and some for high-level skills and concepts. Existing instructional aids related to library instruction should be examined to determine whether they are skill oriented and/or in terms of the factors for describing tasks in the SERD Report. Materials may have to be devoted to developing skills common to all libraries because of the expense involved in the preparation and production of materials geared to only one type of library. A number of audio, visual, and printed aids listed can be prepared in individual school library media centers or systems.

SUGGESTIONS FOR INSTRUCTIONAL MATERIALS--WORKER ORIENTED

	LEVELS I	II	III
TO HELP THE WORKER UNDERSTAND HIS ROLE IN THE SCHOOL LIBRARY MEDIA PROGRAM			
Printed			
1. Brochure on role of the school library media center in the educational program	x	x	x
2. Mimeographed or photocopy list of contributions to media service made by worker	x	x	x
3. List of duties for the job related to functional areas	x	x	x
Audio (cassette)			
1. 10-minute tape to orient worker to school library media center	x	x	x
Visual			
1. Film showing school library media in action	x	x	x
2. Filmstrip or slides or 8 mm film to accompany talk on student population in the community--interests, needs, background	x	x	x
TO ENCOURAGE THE WORKER TO FURTHER HIS SELF-DEVELOPMENT			
Printed			
1. Folder or sheet in color listing titles of books, musical recordings, films, filmstrips to motivate recreational interest in media resources. Annotated and illustrated in a style to interest the worker. Distribution and discussion of list in a session devoted to class discussion on educational opportunities.	x	x	x
Audio			
1. Introduction to titles of books, musical recordings, films to motivate recreational interests	x	x	x

TO HELP WORKER LEARN SKILLS FOR PERFORMING TASKS	LEVELS I	II	III
Printed			
1. Instructional manual, loose leaf for revisions, additions, deletions. Directions for performing tasks, charts, sample forms, worksheets for practice work. Identifies tools, equipment, and requirements.	x	x	x
2. List of standard library tools for checking and verifying information		x	x
3. Sample forms to follow	x	x	x
4. Flash cards for practicing filing skills (using library terms)	x	x	
5. Sets of catalog cards, book cards, order cards, magazine cards, schedule forms, title page of book, etc., to use in practicing filing, matching, comparing, filling in, scheduling, recording, and other skills.	x	x	
6. List of definitions of media terms in simple definitions, including pictures or line drawings	x	x	x
7. Catalogs of furniture, equipment, supplies--available from companies		x	x
8. Manual of instruction on operating, setting up, monitoring, maintaining, demonstrating machines and equipment --one related to each level. Includes pictures and diagrams.	x	x	x
9. Simple lesson plans for aiding elementary children in using the card catalog, encyclopedia, biographical references			x
Audio			
1. Tape or disc recordings--10-minute training tapes for giving directions for performing a series of tasks such as mending books, counting and recording circulation, sorting cards, etc. (Recordings can be in form of cassettes also.)	x	x	x

	LEVELS I	II	III
2. Audio-book--drills for learning skills in alphabetizing and arranging things in numerical sequence	x	x	
3. Radio (on recordings for radio use Samples of disc jockey announcements, weather reports, commercials, sound effects, etc., for radio productions)			x
Visual			
1. Transparencies, including overlays for catalog card information, order card and book order form, magazine record card, physical layout of media center, design for storage units for equipment, filing order for vertical files, etc.		x	x
2. Slides with captions for:			
- steps in inspecting and mending books	x		
- steps in inspecting and repairing films and filmstrips	x	x	
- steps in sorting and arranging books and audio-visual materials for replacement on shelves, etc.	x	x	
- slides to identify tools to be used in performing tasks, items of equipment, etc.	x	x	
- pictures of bulletin boards, displays, exhibits, book fairs		x	x
- views of school library media centers, facilities, storage cabinets, etc.			x
- slides to use in instruction of card catalog, encyclopedia, biographical references			x
3. Filmstrips with captions--same as slides			
4. Pictures			
- items of equipment with directions for operation		x	x
- school library media facilities and equipment			x
- samples of displays, bulletin boards, etc.		x	x

	LEVEL I	LEVEL II	LEVEL III
5. Diagrams and charts			
- directions for operating equipment		x	x
- directions for taking photographs with various types of cameras	x	x	x
- directions for developing film	x		x
- directions for cleaning machines	x		
- design for storage cupboards for equipment			x
6. Posters--printed and/or illustrated			
- explaining step-by-step procedure for a skill or series of tasks	x	x	
- how to prepare a poster		x	x
- safety precautions	x	x	
- circulation regulations		x	
Audio-visual			
1. Film--8 mm--training loops for practicing a skill	x	x	
- explanations on sound effects, use of microphone, and other effects in producing radio and television programs			x
2. Film--16 mm			
- techniques for directing and producing closed circuit television programs			x
- new communications equipment, demonstration and use			x
- hints and ideas for graphics			x
3. Filmstrips--with sound and slides with sound			
- skills for taking inventories		x	
- training in skills for mending, circulating, processing books, etc.	x	x	
- use of card catalog, encyclopedias, biographical references			x
Other devices and aids for instruction			

LIBRARY EDUCATION AND MANPOWER[1]

and

PROPOSALS FOR SCHOOL LIBRARY MEDIA SYSTEMS BASED ON THE SERD REPORT

In the SERD Report the task statements and the scale of ratings for these tasks in relation to worker functions, worker instructions, task environment, and general education partially support six points made in the policy statements in Library Education and Manpower. These are (1) categories of library personnel, (2) career lattices, (3) contributions of special skills in other disciplines, (4) utilization of library manpower appropriate to general educational knowledge and training, (5) formal education, and (6) continuing education. The analysis of the task statements for the supporting staff of a school library media system has related its proposals to these six points.

CATEGORIES OF LIBRARY PERSONNEL

Chart A shows that the tasks identified for school library media systems were sufficient in number and scaled for levels of complexity to provide jobs for Clerks, Technical Assistants, Librarians, and Senior Librarians, but not for the Associate categories. Compared to other types of library systems, the school library media system will not require large staffs and this fact limits the number of different categories and levels of jobs for a job structure plan. Combination of tasks on any one level and combination of levels will be necessary in staffing small individual media centers.

CAREER LATTICES

Chart A, along with the explanations for job descriptions, illustrates the possibilities for lateral transfers and advancement opportunities on all levels, if the individual has demonstrated successful performance and obtained the required additional education and training. A cataloger is not likely to advance to the head of the media system, but this possibility exists, since he has a degree in librarianship as a pre-requisite for his position and he may demonstrate abilities for overall administration in his specialized position. Lateral transfers were considered for two types of technical assistants in proposing training programs with overlapping required courses and similar electives. It is quite possible for anyone starting as a library clerk to advance to the top of the career ladder eventually, if he pursues an appropriate program of education and training and demonstrates abilities for jobs with increasing responsibilities and more complex skills. Job requirements should reflect these opportunities for change and for promotion.

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[1] Library Education and Manpower, Statement of Policy, adopted by the Council of the American Library Association, June 20, 1970. Office of Education, American Library Association, 1970.

CONTRIBUTIONS OF SPECIAL SKILLS IN OTHER DISCIPLINES

The only support for specialist categories for school library media systems was one for a technical assistant with specialized training in media technology on the supporting level and one for a specialist in media technology on the professional level. Information was lacking in the SERD statements for clustering tasks for other specialist positions, though such specialists as business manager in the processing center, and specialists in subject areas of science, social studies, language arts, etc., do exist in some media systems.

PROPER UTILIZATION OF LIBRARY MANPOWER

Table 6 shows that 55% of the total of 727 tasks for school library media systems do not require pre-employment training in technical or professional library tasks, 19.5% require some technical training, and 25.5% require professional training. 74.5% of the tasks were identified for supporting positions requiring educational training from one to fifteen years. For proper utilization of manpower in school library media systems, job levels in this report are given in terms of SERD training time.

There are 146 low-level tasks which require less than eight years of educational experience, so these tasks were clustered for jobs on Level I. Clerical duties related to 183 tasks of a more complex nature were designated for Level II jobs. These two job categories will relieve both technical assistants and professional librarians of low-level tasks and will promote more appropriate utilization of all levels of library manpower. If the professional personnel can spend a higher percentage of time in activities and services using their depth of knowledge and their professional training, the percentage of professional tasks performed in a library would be higher.

FORMAL EDUCATION AND OTHER TYPES OF TRAINING PROGRAMS

The descriptions of training time levels in the SERD Report are not identified with requirements for diplomas, degrees, or even certificates indicating a grade level of achievement. They are stated as the length of time required for learning the task, including formal education. This interpretation of educational training was adapted in job descriptions for the supporting staff in this report. This flexibility may remove the stumbling block for the advancement of some successful workers with definite potential for jobs of more responsibility. More consideration should be given to the abilities of the worker to perform the tasks assigned to the job on the clerical level. The higher-level jobs do require more formal education to provide the depth of knowledge required for making decisions and planning activities, etc.

Some of the SERD codings did not recognize the formal educational training which provides the necessary background for adequately performing some professional tasks. These tasks in Training Time 6 had to be rescaled for job structuring and placed in Training Time 7.

The variety of suggestions for types of training programs recognizes the value of learning on the job and self-instructional programs for library clerks and the need for formal educational programs for technical assistants. Possibilities for courses offered in the public education program for training clerks in skills related to library tasks should be explored.

CONTINUING EDUCATION

Several tasks, not all on the same training time level, indicate that the library staff has opportunities for in-service training, staff development programs, participation in professional activities for new ideas and professional growth. All training programs should make provisions for the individual student or worker to expand his general knowledge and gain more information about his job. This will not only add to his value as a member of the total staff, but will also contribute to his own professional and personal development. Specific provisions for continuing education have been listed in tasks for the job and also in the curricula for training programs and in materials for instruction.

THE SUBPROFESSIONAL OR TECHNICAL ASSISTANT REPORT[1]

and

PROPOSALS FOR SCHOOL LIBRARY MEDIA SYSTEMS BASED ON THE SERD REPORT

SUPPORTING STAFF

The middle-level position for library technical assistants and the subprofessional level for library clerks recommended in The Subprofessional or Technical Assistant report of the American Library Association have been identified in the proposals for the supporting staff in the job organization plan proposed for the school library media system (see Chart A). The task statements in the SERD Report suggest two levels of job categories for library clerks and one level for the middle-level job for library technical assistant. The Level I job includes a list of low-level tasks limited to a strict adherence to step-by-step instructions specified in instruction manuals for performing routines. Level II job descriptions specify skills of a more involved nature and more scope, but limits the performance to established methods and procedures under supervision. Level III jobs for technical assistants need more education and formal training in the technical aspects of library service and/or in media technology to perform more complex and involved tasks.

QUALIFICATIONS

The qualifications for Level I and Level II positions differ in the educational requirements from the recommendation of The Subprofessional or Technical Assistant report, which recommends high school graduation and suggests some experience of a clerical nature. Table 6 shows that 146 or 20% of the 727 tasks are simple and uninvolved and can be performed by clerks with an eighth grade education or less, and that 185 or 25% of the tasks on a more complex level can be performed by clerks with ten to twelve years of education. The proposed job qualifications adhere to SERD scalings for job complexities on the supporting level and permit a more flexible interpretation of education qualifications and experience by stating requirements in terms of years of educational experience.

DUTIES

The duties listed for small libraries in the ALA statement are similar to the tasks listed for Level I and Level II library clerks, but separated into low-level and higher-level clerical skills. The listings in the ALA statements are in terms of functional areas and the listing in this report are in terms of task statements and skills for performing the tasks.

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[1] "The Subprofessional or Technical Assistant." ALA Bulletin 62: 387-397. April, 1968.

In practice small school media centers will have to combine Level I and Level II tasks into one clerical job category with requirements similar to the ALA qualifications. However, this breakdown into two levels shows skill levels and will be significant in developing standards for clerical staff.

The job descriptions for the middle-level position of library technical assistant and the qualification of two years of post-high school education are similar to the recommendations in the ALA statement. The proposals for three jobs on Level III highlight the expanded instructional need in school library media systems for people trained in media technology and the development of centralized processing centers in school systems.

Table 6 shows 149 tasks in this middle-level category, 39% for non-professional tasks, 40.2% for technical tasks, and 20.7% for professional tasks. These percentages show that the position between clerical levels and professional levels needs guidelines in terms of standards to distinguish between tasks and responsibilities of a technical nature and those of a professional nature requiring more knowledge and professional expertise for proper performance of the duties.

TRAINING PROGRAMS

The Subprofessional or Technical Assistant report recommends preemployment training for both library technical assistants and library clerks. A wide range of training programs and sponsoring agencies for further exploration have been submitted in this analysis of the SERD statements. A number of community and junior colleges are offering courses leading to associate degrees for media technologists and library technicians. The task statements on Training Time 6 level in the SERD Report endorse the need for both specialized knowledge and general education background to perform tasks in the middle-level jobs of Level III. Standards for training and job requirements would be most welcome to many administrators and program planners as guidelines in (1) recognizing the needs of the media systems in schools and for both adequately trained supporting staff and professional staff, (2) in understanding the distinction between the two category levels for job structuring, and (3) for planning training programs related to media technology and changing educational programs. In its Occupational Definitions for School Library Media Personnel, the School Library Manpower Project has described the duties and functions of the School Library Media Technician in terms of quality standards, but it did not include definitions for school library media clerks.

The curricula suggested for training programs for all three supporting job levels are partly limited to the skills and knowledge indicated in the task statements of the SERD Report. These suggestions are merely guides in developing curricula appropriate for library clerks and technicians. Some form of in-service training program conducted on a local or state basis may be the most effective means, if not the most economical means, for training library clerks. Formal courses for training clerks

in library related skills as part of a vocational, business education, or adult education program conducted by a public school system have been suggested from time to time. These may be offered in large educational systems, where there are a sufficient number of students for the course, but may not be feasible in small communities. Small libraries have the greatest need for outside training programs, because they have the limited staffs and less time to devote to training and supervision.

There is a definite need for further study of ways and means to develop training programs for library clerks.

APPENDIX

CODINGS AND SCALINGS

For the low-level clerical tasks on the three lowest levels of training time the codings and scalings appear to be valid and reliable. Most of the clerical and routine tasks on other training time levels are valid. For the professional tasks and some of the technical tasks, the training time does not always show the relationship based on common knowledge nor the relationship to the knowledge and training required to perform the tasks in the setting of the school library media system. Some tasks requiring knowledge of educational theory and practice, teaching techniques, reading interests and abilities of students, a knowledge in depth of reference sources in print and non-print materials, or the background knowledge for making decisions have not been scaled to recognize these requirements. For example, training in reference sources and techniques and a wide knowledge of books and related materials in the media collections are essential in preparing bibliographies for curricular needs. The distinction between the preparation of a simple list of books from standard references and the preparation of more complex bibliographies has not been made in coding some of the reference tasks.

Table 8 shows 74 changes for training time scalings to make them more compatible with the required knowledge. Since training time has been selected as the basic dimension for analysis, these changes are important in developing job structures, training proposals, and materials of instruction. In preparing the reports for the supporting staff in this study, the necessary changes were made on the proper levels. Thirty-two of the changes require shifting tasks from supporting jobs to professional job levels. This will be of significance also to administrators who are interested in tasks for the professional staff.

It will be noted that most of the incompatibilities occur in tasks listed under Training Times 4, 5, 6, with a few in Training Times 7 and 8. Fifty-five functional job areas were incorrectly coded, seventeen scalings in worker instructions need rescaling, five GED scalings need changing, and four scalings for task environment need rescaling to make them compatible with the proper performance levels for the tasks. All adaptations or changes were considered in the development for proposals in this study. Some additional changes in scalings for worker functions were necessary in developing job description duties.

The original scalings for all of these tasks were retained for tabulation in the distribution tables, since any change in training time meant changing scalings in other categories. Therefore the distribution tables reflect the original interpretation of skill levels of the SERD Report.

TABLE 8--DISTRIBUTION OF TASKS SUGGESTED FOR RECODING AND/OR RESCALING IN RELATION TO TRAINING TIME

Note: The number in parenthesis indicates the suggested placement of the task.

CATEGORY	TT 4	TT 5	TT 6	TT 7	TT 8	TOTALS
Functional Area	0019(2) 0160(2) 0173(3) 0211(1) 0371(4) 0414(3) 0616(2) 0627(3) 0637(3) 0791(1) 0865(1) 0875(1) 1007(4) 1131(3) 1207(2) 1223(4) 1313(4) 1336(3) 1350(3) 1418(1) 1419(4) 1502(2) 1538(3) 1567(2)	0060(3) 0235(3) 0296(3) 0603(2) 0742(1) 0795(6) 1249(1)	0228(2) 0689(1) 0704(3) 0835(2) 0904(6) 0948(2) 0995(2) 1198(1) 1236(3) 1237(2) 1310(3) 1552(2)	0086(6) 0174(2) 0357(6) 0491(6) 0621(6) 0680(6) 0698(6) 1079(6) 1393(6)	0129(2) 1577(1) 1591(2)	
TOTALS	24	7	12	9	3	55
Task Environment	0818(2or3) 1517(4)	1411(12	1468(3)			
TOTALS	2	1	1			4
GED	1210(318)		0572(534) 0684(485) 1084(334) 1270(434)			
TOTALS	1		4			5
Worker Instructions	1131(3)	0536(5) 0796(5) 1056(5) 1411(5) 1607(5)	0171(6) 0743(6) 0775(3) 0995(5) 1017(5) 1084(4) 1164(4) 1379(5) 1447(5) 1552(5)	1291(5)		
TOTALS	1	5	10	1		17

Training Time	0865(3) 0134(5) 0264(5) 1029(5) 1437(5)	0041(6) 0070(6) 0217(and 6) 0235(6) 0306(6) 0328(6) 0536(6) 0582(6) 0593(6) 0610(6) 0742(6) 0816(6) 0832(6) 1034(6) 1056(6or7) 1110(6) 1151(6) 1287(6) 1340(6) 1351(6or7) 1411(6or7) 1511(6) 1546(6or7) 1578(and6) 1585(6or7) 1131(4) 0176(7) 0473(7) 0796(7) 0808(7) 1607(7)	1034(5) 0075(7) 0141(7) 0149(7) 0155(7) 0224(7) 0543(7) 0554(7) 0580(7) 0583(7) 0634(7) 0684(7) 0712(6and7) 0743(7) 0810(7) 0904(7) 0981(7) 1017(7) 1084(7) 1095(7) 1198(7) 1323(7) 1332(7) 1367(7) 1420(7) 1520(7) 1552(7) 1561(7)	0343(6) 0280(8) 0362(or8) 0455(8) 0487(and 8) 0622(8) 0707(8)	0317(7) 0591(7) 1152(7)	
TOTALS	5	31	28	7	3	74
GRAND TOTALS	33	44	55	17	6	155

ANALYSIS OF TASKS AND DISTRIBUTION TABLES

TASK STATEMENTS

The 1615 task statements in the SERD Report presented problems in making an analysis because of the duplication of statements, overlapping tasks, use of different verbs for the same skill, the inclusion of two components in one statement requiring skills on different levels of complexity, and the difficulty of interpreting the extent and intent of the skill in two similar statements using different action verbs. Some statements were vague and general in requiring multi-tasks for the operation of the activity. Following are some examples of these problems.

Tasks 0942 and 0846 require the same action.

0846--"picks up mail daily and delivers to department"

0942--"picks up mail daily and delivers to learning center"

Tasks 0569 and 0760 are the same but in different settings.

0569--"inserts book card in books returned by children (1-5) in ES library and sets book aside"

0760--"inserts book card and sets aside books received at check-in desk from JHS students"

Tasks 0975 and 1504 imply the same action and the same purpose, with one using a different verb and two actions, delivering and setting up equipment.

0975--"carries AV equipment from storage space to classrooms and other settings where it will be utilized"

1504--"delivers upon request from teachers and sets up AV equipment in classrooms"

Tasks 0059 and 1412 are essentially the same, though one identifies the machine and the specific type of film.

0059--"rewinds and inspects film"

1412--"checks films (16 mm) returned by running film through film inspection machine"

Task 1441 is an example of a multiple task statement"

1441--"conducts summer reading club and program for elemeatary school children in public library

Tasks 0357 and 1291 must include careful examination of scalings to understand that the two tasks may be part of the same project, but they are intended as two different tasks to be performed on different levels.

0357--"designs and develops reader interest surveys in library" (09/0925/556/6/7)

1291--"conducts reader interest surveys in library" (10/0923/334/7/6)

Task 1379 is an example of combining two tasks requiring skills on different levels.

1379--"examines and clips for vertical file, newspapers, magazines, pamphlets, etc., in ES learning center" (09/0984/444/7/6)

1072--"clips marked newspaper articles, magazine articles, etc." (02/1184/181/1/2)

Some of the duplications, overlappings, and combination of task statements were weeded out in selecting 727 tasks related to school library media systems. Some were retained as part of the working file, because they needed further consideration in clustering tasks for job structures. Too many changes in scalings would be required, if an attempt were made to edit all of these inconsistencies. Therefore, it was decided to retain the original statements and make adjustments as required in developing proposals.

ANALYSIS OF THE DISTRIBUTION TABLES

GED Correlation with Training Time--Table 1

According to the definition for scaling categories, the lower digits represent low-level skills and the higher numbers the more complex skills. Table 1 shows a very high level of correlation between general educational development (reasoning, mathematics, language) and training time. In all three areas the numerical progression of levels relate to the numerical levels of training time, except for mathematics and language in Training Time 1. Most of the tasks in Training Time 1 do not apply to mathematics and language.

Worker Functions and Correlation with Training time--Table 2

Many tasks in the worker function areas do not relate to data, people, or things. This fact, added to the wide range of distribution, of tasks, makes correlation less evident. However, the digits do represent levels of complexity for performance. This is apparent in clustering tasks on job levels in terms of the significant orientation of the task to data, people, and things.

Worker Instructions and Correlation with Training Time--Table 3

There is a very high correlation of worker instruction scalings with training time. All but two tasks in Training Times 1, 2, and 3 require the lowest level of instructions represented by digit one and two. The digit numbers are higher in each training time column on a higher level. The range indicated is 66.7% of the tasks in Training Time 4 and 5 are on levels two and three; 40.9% in Training Time 6 on level five; 49.1% on level five and 26.6% on level six in Training Time 7; and 43.2% in Training Time 8 on level eight.

Task Environment and Correlation with Training Time--Table 4

The range of difficulty within some of the task environment categories, such as influencing and informing people, digit seven, and evaluating information, digits nine and ten, tend to cluster many tasks on the same scaling in several levels of training time. The nature of many clerical routines which are performed under specific instruction tends to cluster tasks on the same level in Training Times 1, 2, 3, 4, and 5. It will be noted in Table 4, as in Table 3, that the tasks in Training Time 1 are all on levels one and two. The wider distributions on several levels is in greater evidence on the higher levels of training time. Correlation is more apparent when tasks are evaluated in terms of the range of complexity in each setting.

Correlation Summary

The high correlation between training time and levels of general educational development in reasoning and language and the levels of worker instructions have several implications for job structures, training programs,

and materials of instruction. The correlation between training time and general educational development verifies the assumption that levels of general education are reliable requirements for jobs. The job requirements should bear some relationship to the levels of reasoning, mathematics, and language required for performing the tasks of the specific job.

Grouping tasks for the three supporting jobs according to the dominant percentages on various levels of training time, may be an effective method for structuring jobs.

The distribution tables for worker functions and worker instructions will identify the level of simplicity or complexity of performing a task and the training level on which the worker is prepared to learn the skill satisfactorily. The knowledge will aid in describing procedures for instruction manuals and for developing other teaching aids, such as charts, diagrams, transparencies, tapes, etc. These statistics can serve as one of the guides in planning instructional programs stressing the skills most frequently used on various job levels.

The scalings for training time and general educational development may serve as keys in selecting personnel.

Job Levels	Training Time	General Educational Development		
		Reasoning	Mathematics	Language
Supporting Staff				
I	3	2	2 or 3	3
II	5	4	3	4
III	6	4 or 5	4	5
Professional Staff				
IV	7	5	5	6
V	7+	6	5	6
VI	8	6	6	6

Significant Areas in Distribution Tables

There are a number of significant areas for further study in the distribution tables. It has been mentioned that few tasks require high levels in mathematical skill and that a significant number of tasks are not oriented to people, data, or things in the worker function category. Some tasks are not related to language in the low-level tasks and a few do not apply to task environment.

In preparing training programs, it is important to review the SERD Report in the categories of worker functions, worker instructions, and task environment for a precise understanding of skills, types of instruction, and settings for the performance of tasks. The percentages in the distribution tables will call attention to the number of tasks and frequency for performing specific skills. Digit four for things/oriented tasks in worker functions category shows 39.9% of the things in Training Time 1 require operating machines, equipment, objects, or materials.

These same skills are required in other areas, but operating more complex equipment and objects, 41.7% in Training Time 2, 40.8% in Training Time 3, 45.6% in Training Time 4, 28.3% in Training Time 5, and 20.1% in Training Time 6. A study of percentages in the GED chart, Table 1, will provide guidance for adapting teaching techniques and materials to the ability of the workers.

Media Technology Tasks--Table 5

Table 5 reveals a total of 220 tasks relating to audio-visual materials, equipment, programs, and services ranging from the low-level task of delivery of equipment to a classroom to the high-level task of conducting studies of a highly technical nature leading to better utilization of materials. The distribution of tasks plus a study of the nature of the tasks in Training Times, 4, 5, 6, and 7 support proposals for specialized jobs in media technology in both the supporting and professional categories. These percentages also reflect the expansion of multi-media materials and services in the school library media centers. Forty per cent of the tasks in Training Time 6 point up the need for media technicians and 27.8% in Training Time 7 show the need for specialists in media technology. A number of administrative responsibilities of the professional staff involve print and non-print services, even though the task statements do not identify these media specifically.

Task Relationships to Training Time--Table 6

The tasks were sorted into three groups, those requiring professional training on a graduate level, 25.5%; those requiring training in technical processes, 19.5%; and those having no need for background knowledge or pre-employment training in library-related skills, 55%. Table 6 shows the distribution of the tasks by training time.

None of the tasks in Training Times 1, 2, and 3 require any knowledge or pre-employment training in library-related skills. The skills are general ones on a low level, which can apply to other jobs as well as to library jobs. On-the-job training can aid the worker on Level I in making adaptations of these skills to library tasks. Other non-professional tasks in this category are more complex and involved and are identified in higher training level categories--67% of the 273 tasks in Training Times 4 and 5, 39% of the 149 tasks in Training Time 6 and 9.9% of the 122 tasks in Training Time 7 are in this category.

In Training Time 4, 20.3% of the tasks and in Training Time 5, 45.2% of the tasks involve the technical phases of library functions in media technology, processing, and ordering materials, etc. Some of the tasks are ones recommended for rescaling for Training Time, since they require higher level skills. The other tasks of a clerical nature require higher level skills than the clerical skills of Level I workers, particularly the business skills. The statistics demonstrate a need for Level II workers on the supporting staff.

The task statements in Training Time 6 indicate that 40% of the tasks require training in the technical aspects of library functions and 20.8% require considerable background knowledge and professional training for proper performance of the tasks. Twenty-seven of the 31 tasks have been identified for rescaling and appropriate placement in Training Time 7. The other four may be performed by workers with considerable experience. The more involved tasks in both the technical and other non-professional tasks are on a higher skill level and indicate the need for a Level III job, a middle-level supporting job between library clerks and professional librarians.

These distributions are similar to the SERD Report for the 1,615 tasks, which show 72.8% of the tasks in Training Times 1, 2, 3, 4, 5, and 6, and 27.2% in Training Times 7 and 8. If school library media systems are to function effectively and efficiently, the need for supporting staff on several levels are justified by many studies and reports. The SERD Report repeats this need with task statements from the man-on-the job.

ALTERNATE JOB DESCRIPTIONS

according to

FUNCTIONAL AREAS

JOB DESCRIPTION--LIBRARY CLERK--GENERAL SERVICES--LEVEL I

The Library Clerk--General Services--Level I performs minimum level tasks in preparing and maintaining materials for use; helping to keep the library and its materials in order; and assisting in the circulation of materials and equipment. Some of the tasks provide routine services to students and teachers.

All work is performed under supervision and most instructions are specific for the use of tools, equipment, and for procedures in performing tasks. Some tasks require skills for using several standard sources of library information. Most tasks are oriented to data and things and a few to people.

Supervised by: Library Technical Assistant--Level III
or Librarian--Level IV

DUTIES

General/Activities

1. Opens mail, stamps with date received
2. Answers telephone
3. Records student attendance
4. Performs general housekeeping tasks not performed by school custodial staff

Selection and Acquisition/Activities

1. Stamps date, adds title of newspaper or magazine article, clips, and staples, or glues to blank page
2. Opens new print and non-print materials and checks against original purchase orders
3. Removes cards for filing from new titles received from district processing center
4. Checks receipt of magazines and newspapers on record cards and notifies supervisor of delayed arrival of subscriptions
5. Files recommendations for AV equipment
6. Checks new AV equipment against purchase order
7. Checks developed microfilm for acceptability and refilms, if necessary
8. Produces negatives from black and white films

Processing and Cataloging/Activities

See tasks under job description for Library Clerk--District Services--Level I for these tasks, if individual media center performs its own processing and cataloging of materials.

1. Separates catalog cards into two groups--shelf list and catalog cards

2. Arranges catalog cards by first letter of alphabet
3. Arranges shelf list cards by first number for non-fiction and first letter for fiction

Operation of Equipment/Activities

1. Cuts paper and card stock with paper cutter
2. Operates automatic stapling machine, paper punch, and paper collater
3. Operates plastic laminator, glueing machine, card-master, developer, microreader printer
4. Operates copier to produce color transparencies, etc.
5. Operates machines for inspecting, splicing, and cleaning film
6. Cleans and maintains machines by replenishing paper, ink, toner, etc.
7. Monitors tape deck

Maintenance of Materials and Equipment/Activities

1. Reinforces pamphlets, booklets, paperbacks
2. Inserts pamphlets in binders and magazines in plastic covers
3. Repairs torn pages and damages in books
4. Repairs broken tape boxes, record albums, etc.
5. Changes soiled plastic covers on books
6. Inspects film, record discs, tapes for damages
7. Splices tapes, filmstrips, etc., and cleans discs
8. Calls technician for malfunctioning equipment

Circulation of Materials and Equipment/Activities

1. Stamps date due cards for next day or sets up date due machine
2. Operates check-out machine or hand stamps cards
3. Checks returned materials using machine or locates cards in file and inserts them in books, etc.
4. Assists elementary children in writing names and checking out books
5. Computes fines using fine chart and collects fines
6. Identifies returned titles for reserve shelf and inserts reserve slip
7. Files cards for checked out materials at end of day
8. Examines returned books for damages
9. Sorts returned books on cart by fiction and non-fiction
10. Files microfilms alphabetically by title

Level I continued

11. Shelves easy books and fiction alphabetically by first letter
12. Keeps record of date due for interlibrary loans
13. Packages for return, films on interlibrary loan
14. Telephones other schools for borrowing AV materials

Services to Teachers and Students/Activities

1. Schedules classroom use of AV materials and equipment
2. Delivers, sets up, and monitors use of AV equipment in classroom and library
3. Places new books on special display
4. Produces photocopies of materials
5. Inserts microfilm negative in microfilm machine
6. Takes pictures of classroom activities and student and faculty identification photographs
7. Instructs children in elementary school in check-out procedures

Continuing Education/Activities

1. Attends in-service training programs for self-improvement

JOB DESCRIPTIONS--LIBRARY CLERK--DISTRICT SERVICES--LEVEL I

The Library Clerk--District Services--Level I performs minimum level tasks in the district processing center. This is specialized work including checking receipt of new materials, preparing the materials for use, operating machines for reproducing catalog cards, filing order cards and catalog cards, and packing processed materials for distribution to school library media centers. All of these tasks are related to data and/or things.

All work is performed under supervision and most instructions are specific for the use of tools, equipment, and in procedures in performing tasks. Some tasks require skills for using several standard sources of library information.

Supervised by: Technical Assistant--District Services--Level III
or Cataloger--District Services--Level IV

DUTIES

General/Activities

1. Opens mail and stamps with date received
2. Answers telephone

Operates Machines/Activities

1. Cuts paper and card stocks to varying sizes with paper cutter
2. Operates automatic punch, plastic laminator, glueing machine
3. Operates machines for reproducing cards, cardmaster, mimeograph, multilith, photocopier, etc.
4. Cleans and maintains machines and replenishes with paper, ink, toner, etc.

Acquisition/Activities

1. Separates book order requests according to nature of order
2. Opens cartons and packages of new print and non-print materials received and checks against original purchase orders
3. Opens new titles, collates, and checks for damages
4. Inserts original order card in new books and shelves them alphabetically by first letter

Processing/Activities

1. Writes in designated places the school number, date, accession number, call number, and other symbols on new print and non-print materials
2. Color codes materials according to special characteristics
3. Glues pockets in books and inserts book cards
4. Attaches spine labels or prints call numbers on spines

Level 1 continued

5. Shellacs spine labels
6. Sands cartons (tape boxes, etc.) before glueing labels
7. Covers books with plastic covers
8. Attaches trailers, leaders, and labels to filmstrips, tapes, etc.

Cataloging/Activities

1. Checks for classification cards or LC proof slip date files for fiction and non-fiction titles
2. Sets titles aside if no LC proof slip or classification information on file
3. Places master catalog cards on templates for reproduction and removes for refiling when reproduction completed
4. Produces number of catalog cards required by using multilith machine or photocopy equipment
5. Cuts reproduced catalog cards, sorts by type of card, and routes to batching
6. Alphabetizes by title, boxes of reproduced card sets
7. Organizes master cards in sets and rubberbands each set
8. Sorts slips corresponding to master card sets and rubberbands slip with set
9. Routes book order slip and catalogued new title to processing clerk

Distribution/Activities

1. Records number of processed books to be sent to each library
2. Locates cardmaster preprinted library labels and packs in boxes with appropriate shipment
3. Packages titles for shipment and marks cartons with place of delivery
4. Sorts cartons by school and places on book trucks for delivery
5. Arranges for movement of cartons to destination

JOB DESCRIPTION--LIBRARY CLERK--GENERAL SERVICES--LEVEL II

The Library Clerk--General Services--Level II performs some tasks in the same areas as Level I clerks, but the tasks will be more complex and varied in nature. Some tasks in elementary media centers are less involved than those in secondary media centers. The tasks include circulating and distributing materials and equipment, ordering and processing materials (if these tasks are performed in the individual school), organizing, checking, and filing materials. Other types of duties are preparing simple lists, maintaining inventories, preparing purchase orders and typing tasks, such as letters, cards, orders, lists, etc. The Library Clerk also assists the professional staff in routine services to students and teachers.

All work is performed under supervision. Most instructions are explicit and described in manuals, memoranda, or oral and written requests and identify tools, equipment, and procedures. Some tasks require reference to standard sources for information and permit the worker to select procedures and sequence to perform the task. The clerk may have opportunities to train and supervise student volunteers and Level I clerks. Most of the tasks are oriented to data and things and some to people.

Supervised by: Library Technical Assistant--General Services--Level III

or Librarian--Level IV

DUTIES

Administration/Activities

1. Reviews mail, and allocates to staff
2. Serves as personal secretary to librarian, maintaining files, taking dictation, etc.
3. Types mimeograph stencils and makes corrections
4. Maintains chronological account of expenditures by categories
5. Sends verified accounts payable to librarian for approval
6. Maintains office supplies
7. Maintains clipping file of library publicity
8. Maintains discipline in media center
9. Identifies unruly students and recommends variety of punishments
10. Assigns students to faculty members for intake interviews
11. Assigns duties to student volunteers, monitors workload, and assists when necessary
12. Assigns duties and plans weekly work schedules for part-time clerks
13. Maintains inventory of equipment including date purchased, price, serial number, etc.

Level II continued

Operates Machines/Activities

1. Operates office machines--electric adding machine, ditto machine, mimeograph, photocopier, etc.

Selection and Acquisition/Activities

Consideration file:

1. Maintains consideration file of recommendations for materials from professional journals, students, staff, teachers, etc.
2. Checks order cards for accuracy and completeness by checking standard tools before adding to file
3. Checks catalog against standard collection building tools to note titles not in collection
4. Checks standard tools to determine if worn-out titles are available for replacement
5. Checks order files and catalog to determine if ordered title is a reorder
6. Maintains file of comments of magazines reviewed, examined, and rejected.

Ordering:

1. Types from prepared draft information on purchase orders for books, audio-visual materials, equipment, and supplies, and gives completed form to supervisor for inspection
2. Assigns budget account numbers for all new orders
3. Obtains approval for orders involving unusual cost, vague and incomplete information, rush requests, etc.
4. Sends purchase orders to school business office and/or types form letters to accompany orders and sends direct to jobbers, publishers, or suppliers
5. Telephones publishers, jobbers, etc., for orders of unusual expense, rush, etc.
6. Files approved copy of purchase orders
7. Maintains address files of publishers, jobbers, and suppliers of materials

Receiving materials:

See tasks listed for Library Clerk--District Services--Level II, if individual school library media center receives materials direct from suppliers

1. Maintains alphabetical file of cards for all magazine subscriptions indicating beginning date, title, number of copies, cost, etc., and logs issues as received (a task for Level I clerks in elementary schools)

Level II continued

2. Types form letters for claiming undelivered magazines
3. Accepts gifts and transmits for evaluation and acceptance to supervisor

Processing and Cataloging/Activities

See tasks listed for Library Clerk--District Services--Level II, if individual school library media center performs the processing and cataloging tasks.

Cataloging: files cards

1. Alphabetizes catalog cards for new books according to established procedures
2. Files cards for new books, etc., in card catalog and in shelf list above the rod and submits for checking

Circulation/Activities

Checking materials in and out:

1. Supervises activities at circulation desk and shifts clerks to meet traffic needs (may be task of Library Technical Assistant--Level III in a large secondary school with a large volume of activity)
2. Helps in checking out materials, etc., when needed
3. Estimates number of date-due cards needed for next day
4. Checks in returned AV materials (films, art prints, records, etc.) and sends to AV clerk for examination
5. Searches for correct book card of title which has incorrect book card in pocket

Overdue and lost books:

1. Resolves overdue problems such as student being charged for titles in stacks, etc.
2. Checks stacks, records, files, and other locations for overdue books
3. Checks file of overdue books weekly and either posts names of students, or sends notices to student in classroom, or requests assistance from classroom teacher in obtaining return of material
4. Estimates replacement cost of lost books and decides amount to charge student

Renewals and reserves:

1. Processes renewal requests by checking to see if title is on reserve, etc.

Level II continued

2. Completes reserve form, locates book card for requested title in circulation file or book in stacks and attaches reserve order form or identification symbol to book card or book
3. Places titles requested by teacher on reserve shelf for students' use

Records:

1. Computes monthly record of fines by using hand count or adding machine
2. Maintains daily, weekly, and monthly statistical records of circulation activities

Files cards and materials:

1. Files typed cards for interlibrary loan materials
2. Sorts cards and takes daily circulation count of books and AV materials
3. Files circulation cards by call number or as instructed
4. Maintains file of missing issues of magazines
5. Files materials in vertical files using standard tools
6. Arranges returned fiction books in alphabetical order and non-fiction in number order
7. Checks arrangement of books by Level I clerk and/or student volunteer
8. Supervises arrangement of books returned to shelves

Binding and Repair of Materials/Activities

1. Updates bindery control file
2. Conducts annual inventory of books and materials in need of binding and maintenance care
3. Examines titles requiring mending or binding and decides whether to discard, mend, or send to bindery
4. Prepares purchase orders for titles for bindery
5. Sends magazines to bindery with necessary instructions
6. Checks for indexing, spine labels, cards, pockets, etc., materials received from bindery and shelves books, etc.
7. Examines card catalog and replaces soiled and damaged cards

Inventory of Book Collection/Activities

1. Conducts annual inventory of books by checking books on shelves, in circulation, and elsewhere, against accession list or shelf list

Level II continued

2. Prepares list of titles for discard and submits to teachers for review and comments
3. Stmaps titles withdrawn and pulls and destroys cards

Exhibits and Displays/Activities

1. Selects dust jackets for displays
2. Constructs felt images, cartoon characters, etc., for use on flannel board and bulletin board
3. Constructs posters involving simple lettering and drawing
4. Constructs non-purchaseable materials for display, such as scrapbooks, etc.

Continuing Education/Activities

1. Attends in-service training programs for self-improvement

JOB DESCRIPTIONS--LIBRARY CLERK--MEDIA TECHNOLOGY SERVICES--LEVEL II

The Library Clerk--Media Technology Services--Level II performs routine tasks related to the operation and use of audio-visual equipment and materials. These tasks include circulating, delivery, and monitoring the use of equipment, scheduling demonstrations, keeping records, and making simple repairs. Producing transparencies, operating a micro-reader printer, taking pictures, monitoring student response terminals, instructing students in the use of the tape recorder and other equipment are some of the media technology services performed by the clerk to assist the specialist in media technology and the librarian.

All work is performed under supervision. Most instructions are explicit and described in manuals, memoranda, or oral and written requests and identify tools, equipment, and procedures. Some tasks require reference to standard sources for information and permit the worker to select procedures and sequence to perform the task. The clerk may have opportunities to train and supervise student volunteers and Level I clerks. Most of the tasks are oriented to data and things with some oriented to people.

Supervised by: Technical Assistant, Level III
or Specialist--Media Technology Services--Level IV
or Librarian--General Services--Level IV

DUTIES

Inventory/Activities

1. Maintains files of maintenance agreements for equipment
2. Maintains consumable supplies for media technology needs
3. Maintains chronological list of expenditures for AV equipment and materials
4. Maintains inventory of AV equipment and materials
5. Keeps and controls use of keys for cupboards, storerooms, etc., containing expensive and fragile television equipment, etc.

Selection and Acquisition/Activities

1. Screens and files brochures announcing new AV materials
2. Schedules jobbers to display and demonstrate AV equipment for staff evaluation
3. Maintains consideration file of recommendations of teachers and others for purchase
4. Examines for completeness orders for AV materials and equipment and submits to supervisor
5. Computes rental rates on order forms and records
6. Consults mailing charts to determine postage and insurance charges for AV materials sent via mail and records information

Level II continued

Processing and Cataloging/Activities

1. Types labels for new AV materials with information as instructed
2. Assigns accession numbers to art prints, films, etc.
3. Maintains card index of AV materials
4. Prepares catalog list of AV materials
5. Places microform card on micro-reader and records appropriate cataloging data

Circulation/Activities

1. Checks out AV materials and files returned materials
2. Checks out AV equipment and materials to students as requested by teachers
3. Oversees distribution and return of films ordered by teachers from rental services or interlibrary loan
4. Checks AV reserve order files and removes materials from reserve shelf when no longer required

Services to Teachers and Students/Activities

Scheduling use of equipment and facilities:

1. Maintains weekly schedule of students assigned to television or radio studio tasks
2. Maintains schedules for use of AV equipment in media center and classrooms

Operating equipment:

1. Examines and test operates new equipment (1) to insure proper functioning, (2) to familiarize self with operation in order to perform minor maintenance, and (3) to instruct staff and students in operation
2. Conducts annual demonstration for teachers in use of AV equipment
3. Coordinates and monitors student use of equipment
4. Connects telephone to tape desk for students to receive taped materials by telephone
5. Retrieves materials in stacks and operates microfilm machine to produce microfilmed materials
6. Operates recording tape duplicating machine
7. Operates reader printer to retrieve information
8. Produces transparencies for teachers involving little or no art work, using simple tools and office machines

Level II continued

9. Checks with supervisor for specific photocopy limits for teachers and staff
10. Operates appropriate cameras to take 3 x 4 slides, motion pictures of classroom activities, etc.
11. Produces black and white slides from books, etc.

Assisting students:

1. Assists students to search files for AV materials
2. Locates AV materials for students
3. Instructs students in operating AV equipment, such as film and filmstrip projectors, tape recorder, video record system, reading, and teaching machines, etc.

Classroom tests and computers:

(These tasks are performed in schools where this type of equipment is located and used.)

1. Prepares student response terminals and checks before each classroom test session
2. Monitors student response terminals and when problems occur, notifies teacher or supervisor, who arranges for service call
3. Monitors subsidiary terminal during classroom tests as data is fed to a computer in another city
4. Produces punched tape of classroom test data to be transmitted to computer
5. Types input data for computer using "on-line" keyboard device
6. Tests program on computer
7. Codes returned questionnaires for data processing

Maintenance/Activities

1. Stores tape recordings and video tapes
2. Checks equipment to determine if operating properly and sets aside malfunctioning equipment
3. Examines AV equipment in response to request from users and performs first eschelon maintenance
4. Notifies serviceman of problems with AV equipment and authorizes repairs
5. Performs minor maintenance on art prints by touching up frames and cleaning prints

See Library Clerk--General Services--Level I for AV Maintenance and Operation of Equipment activities, if the Level II clerk is to assume these tasks, too.

Level II continued

Continuing Education/Activities

1. Attends in-service training programs for self-improvement and professional purposes

JOB DESCRIPTION--LIBRARY CLERK--DISTRICT SERVICES--LEVEL II

The Library Clerk--District Services--Level II works in the district processing center and performs the routine tasks related to processing, cataloging, and distributing print and non-print materials for use in school library media centers. The tasks include checking the receipt of orders; typing catalog cards, stencils, orders; checking and verifying cataloging information; sorting, matching, and filing order cards and catalog cards; maintaining supplies; and operating multilith, mimeograph, photocoyping, and other reproduction machines. Tasks involving ordering of materials may be either a part of the processing center or the individual school media center.

All work is performed under supervision. Most instructions are explicit and described in manuals, memoranda, or oral and written requests and identify tools, equipment, and procedures. Some tasks require reference to standard sources for information to perform the tasks. The clerk may have the opportunity to train and supervise Level I clerks. Most of the tasks are oriented to data, a few to people and things.

Supervised by: Technical Assistant--District Services--Level III
or Cataloger--District Services--Level IV

DUTIES

General/Activities

1. Answers processing questions received from school library media centers and refers policy or procedural questions
2. Reviews mail and allocates to staff
3. Inventories processing supplies biannaully

Typing/Activities

1. Types from prepared draft information on purchase orders for books and materials and submits to supervisor
2. Selects form letter to accompany order, types, and sends to jobber or publisher
3. Selects and types follow-up form letter to be sent to jobber for incorrect orders, overdue orders, rejected titles, etc.
4. Types ownership labels for AV materials
5. Types spine labels, book cards and pockets, for new books according to instructions
6. Types multilith masters and stencils and makes corrections as directed by proofreader
7. Types cards for catalog upon receipt of processing form which describes steps and submits for checking
8. Types shelf list cards for non-fiction titles

Filing/Activities

1. Files approved copy of orders
2. Maintains address files of publishers, jobbers, etc.
3. Alphabetizes catalog cards, sets of cards, LC proof slips, etc.
4. Files new master shelf list cards in master shelf list file
5. Files other types of cards in appropriate files
6. Locates master file catalog sets upon notification of errors in card sets and gives to reproduction for correction
7. Organizes by priority new titles received for cataloging

Operation of Equipment/Activities

1. Operates electric adding machine
2. Determines method of reproduction (photocopy, multilith, etc.) for materials to be reproduced
3. Operates multilith machine to produce copies from masters (task for both Level I and Level II clerks)
4. Operates Flexowriter machine to produce catalog cards from tapes

Acquisition/Activities

Ordering:

1. Prepares orders for paper and reproduction supplies and submits to supervisor
2. Verifies orders received from school media centers
3. Assigns budget account numbers for all orders
4. Submits to supervisor book orders involving unusual cost, vague and incomplete information, rush requests, etc.
5. Telephones publishers, jobbers, etc., for orders of unusual expense, rush, etc.
6. Completes billing for titles by adding processing costs
7. Records on charge sheets, checks received from school media centers for titles purchased

Checking receipt of orders:

1. Checks received materials against packing slip, initials, and sends to billing
2. Retrieves from files original order, checks orders received, and writes prices for titles on order
3. Checks invoice vouchers for mathematical errors before sending to supervisor
4. Identifies incomplete orders and writes facts for supervisor

Level II continued

Processing/Activities

1. Accepts new books and authorizes books to be collated, checked for damages, stamped with school stamp, and accession number
2. Enters accession number of new titles in accession book (if used)
3. Writes classification number and other information on designaged page of new title (also a task for some Level I clerks)
4. Examines newly cataloged books for correct spine labels, book pockets and cards, accession numbers, etc.

Cataloging/Activities

Checking and verifying information:

1. Checks against standard tools to determine if new title is in system
2. Checks titles on storage shelf against each order of LC cards received
3. Checks LC call numbers against code book prepared by staff when assigning call numbers to new titles
4. Checks for LC number on titles not in master file and pulls card
5. Compares LC proof slip with title page and types descriptive cataloging information on book slip
6. Checks shelf list for data for producing preliminary classification cards
7. Checks standard tools for cataloging information for titles on which no LC card is available
8. Checks standard tools for form of author's name
9. Compares manuscript card with title page of new title and amends or adds to card according to instructions
10. Checks new titles and accompanying cards, initials control card, and routes to processing
11. Checks for accuracy typed catalog cards

Classifying:

1. Revises printed cards received with new titles to accommodate library classification system procedures
2. Classifies fiction titles using Dewey Decimal System

Continuing Education/Activities

1. Attends in-service training programs for self-improvement and professional purposes

JOB DESCRIPTION--LIBRARY TECHNICAL ASSISTANT--GENERAL SERVICES--LEVEL III

The Library Technical Assistant--General Services--Level III performs tasks to assist the professional staff in the technical aspects of operating the school library media center. The functional areas include circulation services; maintaining inventories and information files; preparing orders; keeping statistics; planning displays; preparing simple bibliographies; assisting teachers and students in locating materials; giving simple instruction in the use of basic library tools; training and supervising library clerks and student volunteers. The knowledge, training, and experience of the technical assistant will determine the extent of his assisting the librarian in reference work and reading guidance services.

The duties of the technical assistant are coordinated and interrelated with those of the professional and supporting staff to provide effective overall school library media service for students and teachers and to make it possible for the librarian to have more time to promote programs requiring his professional knowledge and experience.

The service for this level is specified in assignments in memorandum, manuals, or requests, but the worker may work out procedures and sequence of operation to accomplish his tasks. He is expected to apply theory so that he understands the options and he may have to gain some understanding through reading professional literature. Even though he may have responsibility for some service, he works under the guidance of the librarian; most of the tasks are data and people oriented.

Supervised by: Librarian--General Services--Level IV

DUTIES

Administration/Activities

General:

1. Evaluates library procedures and techniques and recommends changes to supervisor
2. Reviews and develops forms and record-keeping procedures
3. Identifies statistical data to be tabulated and filed in circulation
4. Reduces statistical data to graphic and tabular form and transmits with report on activities
5. Sets up inventory scheme for controlling equipment
6. Screens salesmen
7. Designs form letters
8. Identifies community resource persons for involvement in media programs and makes request of individuals to serve as speakers, participants, etc.
9. Conducts reader interest surveys

Level III continued

10. Determines timing on records and files to be maintained or destroyed and submits to supervisor

Training and supervising clerks and student volunteers:

1. Conducts interviews with clerical applicants and relays comments and recommendations to personnel office
2. Assigns new clerical employees to in-service training
3. Plans work activity, supervises, and provides evaluation of clerical staff
4. Recruits, trains, assigns work activities, and monitors volunteers
5. Assesses student traffic in school library media center and determines staff deployment to provide effective services
6. Consults with students providing less than minimum services before reporting to supervisor

Discipline:

1. Determines rules of conduct in school media center
2. Identifies problem students (behavioral or intellectual) and reports to teachers or guidance personnel

Selection and Acquisition/Activities

1. Selects department to receive and evaluate titles
2. Collects data, information, etc., regarding materials or equipment discussed with salesmen and recommends action
3. Determines verification sources to be used in checking completed book order form and instructs clerk
4. Approves and signs letters of transmittal to jobbers and publishers for orders of books and materials
5. Selects jobber or publisher to receive book order
6. Reviews suggestions from faculty for subscriptions to magazines and journals and confers with supervisor when unable to arrive at decision
7. Notes gaps in magazine and journal collections and recommends to supervisor whether to purchase back issues or microfilm copies
8. Reads newspapers and magazines and marks articles to be clipped
9. Reviews vertical files and removes obsolete and dated material

Level III continued

Cataloging and Processing/Activities

See tasks for Technical Assistant--District Services--Level III, if individual media center performs cataloging and processing tasks.

1. Assigns subject headings to pamphlets and materials for vertical file using standard tools
2. Checks filing of catalog cards by clerks and makes corrections before filing on the rod

Circulation/Activities

1. Supervises activities at circulation desk and shifts clerks depending on traffic and need (may be done by Clerk--Level II for elementary schools)
2. Instructs clerk to prepare form letter to be sent out over principal's signature to parent of student with overdue materials
3. Assesses student's socio-economic background to determine if he should be charged and how much for overdue or damaged book
4. Prepares reports on circulation procedures and transmits to supervisor

Services to Students and Teachers/Activities

Assisting in reference work:

1. Provides "floor" service in reference techniques, reading, use of vertical files, use of catalog, etc.
2. Responds to direct questions from students on interpretation of books, materials, etc.
3. Assists teachers in materials search and bibliography checks
4. Prepares, upon request, simple bibliographies from standard reference and library tools
5. Refers students to public library for materials not in school media center
6. Maintains liaison with public librarians to notify them of need for reserve books for assignments
7. Sets aside selections relevant to special topics upon requests from teachers

Assisting in reading guidance and motivation:

1. Provides reading motivation by telling stories to elementary students and reviewing books for secondary students
2. Conducts reading programs for elementary students in groups or for individuals

Level III continued

3. Grades for completeness and authenticity reports from students enrolled in elementary reading program and transmits to teachers
4. Conducts summer reading program using stimulating reading devices

Instructing:

1. Provides orientation for students (groups and individuals) in use of media center
2. Teaches elementary students use of the card catalog, individually and in groups, and in the media center or in the classroom

Maintenance/Activities

1. Reviews shelves and selects titles, which are obsolete, worn out, not used, and sets aside
2. Identifies titles unsuitable for binding and not in print and schedules replacement
3. Determines binding policies and procedures for magazines, etc., including color, kind of binding
4. Coordinates and supervises rearrangements of physical facilities

Displays, Exhibits, Newsletters/Activities

1. Plans displays based on seasonal or topical events--selects theme, materials, and design
2. Develops book fairs, exhibits, etc.
3. Arranges and plans annual open house program for parents
4. Oversees publication of newsletter
5. Develops promotional programs by reviewing ideas suggested by others, reviewing literature, own initiative
6. Sets policies and procedures for book fairs, exhibits, etc.

Professional Development/Activities

1. Scans and reads new titles and reviews publications to familiarize self with collection and literature for pupils
2. Visits other libraries to learn new ideas in library operation and management
3. Attends in-service training program on reference activities for non-professional staff
4. Attends staff development program
5. Attends in-service training program for self-improvement and professional purposes

JOB DESCRIPTION--TECHNICAL ASSISTANT--MEDIA TECHNOLOGY SERVICES--Level III

The Technical Assistant--Media Technology Services--Level III performs specialized tasks related to the technical aspects of audio-visual materials and equipment. Some of the tasks include demonstrations, operation, and training in the use of a wide range of audio-visual equipment, including some knowledge of electronic devices, computers, data processing. Other responsibilities are procurement and maintenance of audio-visual materials and equipment, production and reproduction of instructional materials, technical assistance to teachers and students in radio and television productions and video tape systems.

The duties of the Technical Assistant--Media Technology Services are coordinated and interrelated with the duties of the supporting and the professional staffs to provide effective media services for all students and teachers. In assisting the Specialist--Media Technology Services--Level IV the technician implements the non-professional tasks and makes it possible for the specialist to have more time for programs and activities which require his professional training and expertise.

The service is specified in assignments in memorandum, manuals, or requests, but the technician may work out procedures and sequence of operations to accomplish his tasks. He is expected to apply theory so that he understands the options and he may have to gain some understanding through reading professional literature. Even though he may have the responsibility for some services, the technician works under the guidance of the media specialist or the librarian.

Supervised by: Specialist--Media Technology Services--Level IV
or Librarian--General Services--Level IV

DUTIES

Administration/Activities

1. Maintains contact with mass media representatives
2. Schedules workshops for teachers in operation, utilization, and possibilities of AV equipment
3. Directs video department by coordinating use of equipment, student aides, teachers, materials, etc.
4. Disciplines students in television studio during productions and instructional sessions

Selection/Activities

1. Reviews journals, brochures, and other publications to screen AV equipment and lists equipment to be examined
2. Approves scheduling test demonstrations of AV equipment
3. Discusses with supervisor and recommends AV equipment needs

Level III continued

4. Selects brands and kinds of AV equipment requested from AV curriculum designer
5. Instructs typist to prepare purchase orders for AV equipment and materials
6. Evaluates usage patterns of films on lease or rental and decides whether to continue or discontinue arrangements or to purchase films
7. Visits book stores, travel agencies, etc., for materials to use in library

Circulation/Activities

1. Evaluates and revises circulation system for AV equipment and materials

Service to Students and Teachers/Activities

General:

1. Makes self available on "floor" of media center to answer questions regarding use of AV equipment
2. Assists students and teachers in setting up, operating, and using AV equipment and materials
3. Checks, analyzes, and grades for accuracy, completeness and appropriateness, guides and worksheets based on AV materials received for elementary students
4. Provides in-service training for students in operation, maintenance, etc., of AV equipment
5. Provides slides and other materials based on personal experience and travel
6. Shows films and conducts discussion groups
7. Serves as advisor to secondary school broadcast club
8. Programs classroom test data for computer terminal
9. Provides individual assistance in completing worksheets and other materials involving adaptation of sheets and other materials involving adaptation of AV materials

Instructing and giving technical assistance for producing programs:

General:

1. Instructs secondary students in stringing microphone cables and other equipment used in production of radio or television programs in media center
2. Instructs students in operation of microphones
3. Instructs students in radio and television studios to cue-up tape recordings, disc recordings, and other sound effects

Level III continued

Radio:

1. Supervises instructional radio studio
2. Instructs students in classification system of equipment used in school radio station and supervises replacement of materials and equipment
3. Instructs students how to write radio scripts for newscasts, commercials, and disc jockeys
4. Instructs students in simple radio announcing skills, how to produce special sound effects, and how to present radio weather reports

Television and video productions:

1. Instructs students to serve as floor directors during taping of closed circuit television programs
2. Instructs students to "ride gain," to operate switch mechanism, to control lights, and to operate film
3. Grades students on application of techniques and performance in operating equipment and coordinating productions in closed circuit television studio
4. Supervises and provides technical assistance in original video productions--operating camera, staging, editing live, physical, and electronic receiving materials
5. Instructs students to operate sound system in video programs
6. Instructs students in mechanics of video set design for instructional programs, interview-type shows, travel talks, etc.

Maintenance/Activities

1. Conducts informal inventory by walking about building and examining operation of AV equipment
2. Authorizes students to remove necessary equipment and supplies from locked storage spaces for use in closed circuit television productions
3. Examines annually inventory of AV materials to identify outdated and little-used materials and recommends whether to keep or not
4. Evaluates damaged AV materials and decides to repair, trade-in, or discard
5. Supervises engineer assigned to handle technical problems in secondary television studio

Level III continued

Facilities/Activities

1. Designs storage systems for storing films, tape recordings, disc recordings, video tapes used in radio and television studios
2. Plans utilization of available space for secondary school television studio

Professional Development/Activities

1. Attends in-service training programs for self-improvement and professional purposes
2. Attends staff development programs
3. Attends training programs on reference activities for non-professional staff
4. Visits other libraries to learn new ideas on library operations and management

JOB DESCRIPTION--TECHNICAL ASSISTANT--DISTRICT SERVICES--LEVEL III

The Technical Assistant--District Services--Level III performs specialized tasks in the district processing center in processing and cataloging print and non-print materials. The technical processes include checking the receipt of orders; verifying cataloging information; preparing information for catalog cards; using standard tools to assist in classifying fiction and uninvolved non-fiction titles; checking the filing of cards for accuracy. Other tasks are related to training and supervising the clerical staff, procurement and reproduction of catalog cards, and reconciling classification information to the system adopted by the media centers.

In assisting the cataloger, the technical assistant's tasks are coordinated with the tasks of the non-professional and the professional staff of the center.

The service for this job level is specified in assignments in memorandum, manuals, or requests, but the worker may work out procedures and sequence of operations to accomplish his tasks. He is expected to apply theory so that he understands the options and he may have to gain some understanding through reading professional literature. Even though he may have responsibility for some services, he works under the guidance of the cataloger. Most of the tasks are data oriented with some tasks oriented to people.

Supervised by: Cataloger--District Services--Level IV

DUTIES

Administration/Activities

1. Conducts interviews with clerical applicants and relays recommendations to personnel office
2. Assigns new clerical employees to in-service training for specific tasks in processing center
3. Supervises and evaluates clerical staff
4. Designs form letters
5. Reviews and develops forms and record-keeping procedures
6. Reduces statistical and quantitative data to graphic and tabular form and transmits with reports on activities of center
7. Evaluates procedures and techniques and recommends changes to supervisor
8. Writes manuals and instructions for operating Flexowriter, multilith, and other machines as needed

Acquisition/Activities

1. Orders supplies based on inventories and estimated workload
2. Assigns book orders to jobbers by determining the most advantageous process for each order in center

Level III continued

3. Approves and signs letters of transmittal to jobbers and publishers for orders of books and AV materials
4. Sets up inventory scheme for controlling equipment
5. Determines verification sources for checking book orders

Cataloging/Activities

1. Goes to another library to obtain cataloging information on orders for which no information is available in center
2. Searches standard tools for classification data for titles not available in processing center
3. Reconciles cataloging procedures of processing center to data on prepared catalog cards
4. Checks LC cards for new titles against catalog file and shelf list and modifies LC cards according to procedures in processing center
5. Checks catalog card against Cutter Catalog and assigns Cutter number (if used)
6. Determines through research if author is writing under penname and follows procedures for cross references, etc.
7. Verifies identity of new author when card is not in catalog
8. Maintains and updates authority files
9. Checks with publisher ordered catalog cards for subject headings and catalog number and makes changes appropriate for cataloging practices of processing center
10. Assists cataloger with routine and uninvolved classification of titles identified in standard tools (fiction and non-fiction)

Professional Development/Activities

1. Visits other processing centers to learn new ideas in operation and management
2. Attends in-service training programs for self-improvement and professional purposes
3. Attends staff development programs

NOTE: These tasks will need to be adapted to classification scheme and reproduction practices of individual processing center---LC, Dewey, printed cards, tapes, etc.